

# Pupil premium strategy statement: Ladybridge Primary School

1. Summary information					
School	Ladybridge Primary School				
Academic Year	2020/21	Total PP budget (based on summer 2019 data)	£ 72,630	Date of most recent PP Review	September 2020
Total number of pupils	153	Number of pupils eligible for PP	54 (35%)	Date for next internal review of this strategy	September 2021

2. Current attainment KS2 year 6 autumn 2 Teacher assessment on track to achieve ARE in summer 2021				
Figures include 2 Resource pupils with EHCPs who are both Pupil Premium children	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average 2019</i>
% on track for achieving Expected Level or above in reading, writing and maths (11/25 children 44% PP: 14 children non-PP 56%)	50%	78%	64%	64%
% on track for achieving Expected Level or above in reading	50%	78%	68%	73%
% on track for achieving Expected Level or above in writing	50%	86%	64%	79%
% on track for achieving Expected Level or above in maths	50%	78%	80%	79%

Current attainment KS1				
Figures include 2 Resource pupils with EHCPs one is a Pupil Premium child	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average 2019</i>
% achieving Expected Level or above in reading, writing and maths (6/14 children 43% PP: 8/14 children 57% non-PP)	0%	29%	29%	
% achieving Expected Level or above in reading	7%	29%	36%	75%
% achieving Expected Level or above in writing	0%	29%	29%	69%
% achieving Expected Level or above in maths	14%	42%	57%	76%

Current attainment EYFS				
Figures include 1 Resource pupil with an EHCP 4/14 children 29% PP: 10/14 children 71% non-PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average 2019</i>
% achieving a Good Level of Development	50%	60%	64%	71.8%

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Last year's Teacher Assessment data shows that the gap in KS2 statutory results show that non-pupil premium children achieve higher than pupil premium children.
B.	On entry to Reception children are below national expectations across all areas of learning, (low baseline).
C.	On entry to KS1 Pupil Premium children are below national expectations across all areas of learning, significant progress was made in 2019-20, however most of the children have had 6 months out of school due to Covid-19 resulting in low entry to year 1 and from year 1 to year 2.
D.	Emotional Health and Well-being of Pupil Premium children.
E.	A number of Pupil premium children were also identified as having Special Education Needs, (SEN support).
F.	Behaviour issues are low however there is still a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers, these Pupil Premium children work with the Learning Mentor throughout the year. Some of these children have two barriers: pupil premium and are on the SEND register with designated Social, Emotional and Mental Health difficulties.
G.	Low outcomes for children at the end of Key Stage 1 show that children are not Key Stage 2 ready.
H.	Year 4 children need to be prepared for the times table test in June 2022, ( 61% of PP are currently on track, the 39% will need support).

### External barriers *(issues which also require action outside school, such as low attendance rates)*

H.	Due to Covid-19 it is not possible to calculate whether there is a gap in attendance between pupil premium and non-pupil premium children, however historically there has been, we therefore need to monitor this carefully still.
I.	Some Pupil Premium children come to school hungry, (not having had breakfast), we give out 21 food boxes each week to families and often issue food bank vouchers.
J.	Mobility of pupils puts Ladybridge in the bottom centile for stability.
K.	We have recently had a number of international new arrivals entitled to pupil premium funding due to asylum or refugee status

## 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	There will not be a gap between pupil premium and non-pupil premium children's attainment.
B.	Improve the number of Pupil Premium children attaining a Good Level of Development	Pupil premium children will make good progress from their starting points. This will impact on their age related attainment.
C.	For children to be KS1 and phonic check ready.	Continue to invest in Read Write Inc training, development days and resources. Read Write Inc will have an impact on the number of children who pass the phonic check.
D.	For year 4 children to pass the times tables test.	Times tables interventions will be effective.
E.	To improve the health and well-being of Pupil Premium children.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
F.	For children who are both SEND and pupil premium to make 'good' progress.	Good progress will be made and the gap between pupil premium/SEND children and typical children will narrow.
G.	To improve the behaviour of children with issues, (SEMH).	Children will have improved behaviour and attitudes to learning, there will be fewer exclusions in this cohort of children. Attitudes to learning will improve and this will lead to higher outcomes for these children.
H.	The gap in attainment will be narrowed during Key Stage 1.	The pupil premium gap will be narrower and more children will be at age related expectations at the end of Key Stage 1.

I.	Attendance of pupil premium children to be the same as non-pupil premium at least 95%	Pupil premium attendance will be in line with their peers 95%.
J.	Children will be in school on time and will have had a healthy breakfast.	Pupil Premium children will attend breakfast club free of charge, this will ensure that they have a healthy breakfast and that they start the school day on time.
K.	To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.	There will be stability in the cohort.
L.	To include our welcome and support our international new arrivals; to ensure that key skills are quickly taught to equip children to access the curriculum	Children will make rapid progress in English

### 3. Planned expenditure

**Academic year**      **2020/21**

Improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A.</b> To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> <li>Targeted use of interventions for pupil premium children bespoke to the individual needs of children.</li> <li>3 times per week Leicester Inference Project</li> <li>Maths recovery Intervention.</li> <li>Writing Intervention</li> <li>Year 6 teacher boosters spring 2021.</li> <li>Teacher appraisal.</li> </ul>	KS2 SATs data shows that in 2019 there was a marked gap between Pupil premium and non-pupil premium children. Use of pupil premium funds for support staff to target particular gaps identified during pupil progress meetings for children entitled to pupil premium funding. Intervention data shows that interventions are effective in narrowing the gaps.	<ul style="list-style-type: none"> <li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill/Patrick Fenwick/Am y Davies	Autumn term evaluation – interventions have taken place and children are already making progress, Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.
<b>B.</b> Improve the number of Pupil Premium children attaining a Good Level of Development	Read Write Inc training for EYFS and KS1	Rapid progress is being made from low starting points for pupil premium children in phonics, continue to develop and embed practice.	<ul style="list-style-type: none"> <li>Read write Inc development days</li> <li>Read Write Inc lead to assess regularly.</li> <li>Read write Inc observations and Master Classes.</li> </ul>	Hayley Nugent	Autumn term evaluation – interventions are taking place in EYFS and children are making good progress.
	Improving the teaching and provision in EYFS	Continued investment in EYFS, (see outdoor learning area development in 2020-21).	<ul style="list-style-type: none"> <li>Learning walks will show enhanced provision.</li> <li>Pupil progress data will show an improvement.</li> </ul>	Kim Goodwin	Autumn term evaluation – resources have been purchased for the outdoors.

	Nursery Nurses Used for Interventions.	Interventions for pupil premium children have proved effective in narrowing the gap for EYFS children. Interventions to be allocated through pupil progress meetings. Children in the Reception year in the EYFS will have the following interventions:- WellComm, Maths Intervention, Nurture Group and Speech and Language Therapy.	Assessment, formative and summative will show good progress. The EYFS lead will show through pupil assessment data how the gap is narrowing during Pupil progress meetings.	Kim Goodwin	Autumn term evaluation – interventions are taking place in EYFS and children are making good progress.
C. For children to be KS1 and phonic check ready.	Read Write Inc training for EYFS and and KS1	Predicted low Good Level of Development in 2020, although statutory assessment did not take place teacher assessment shows that the pupil premium children in year 1 this year are not adequately prepared for the phonic check in June 2021.	<ul style="list-style-type: none"> <li>• Read write Inc development days</li> <li>• Read Write Inc lead to have a morning of leadership time to carry out tasks</li> <li>• Read Write Inc lead to assess regularly.</li> <li>• Read write Inc observations and Master Classes.</li> </ul>	Hayley Nugent	Autumn term evaluation - We haven't had a read write inc development day as we are limiting the number of visitors in school. However we have had a really good result in the phonic check with 5 out of 6 Pupil premium children passing the test, the child that didn't pass is a resource child
E. For children who are both SEND and pupil premium to make 'good' progress.	Targeted Interventions bespoke to the individual needs of children.	Children who fall into both the SEND and Pupil Premium group are less likely to be working at Age Appropriate Levels.	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Patrick Fenwick	Autumn term evaluation – interventions have taken place and children are already making progress, Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.
G. The gap in attainment will be narrowed during Key Stage 1.	<ul style="list-style-type: none"> <li>• Targeted Interventions bespoke to the individual needs of children.</li> <li>• Daily Read Write Inc</li> <li>• Read Write Inc catch up 1-1 Intervention.</li> <li>• Maths recovery Intervention/Writing Intervention.</li> </ul>	Pupil Progress data shows clearly that there is an attainment gap between Pupil Premium children and their peers, this is particularly marked in writing and maths.	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill	Autumn term evaluation – interventions have taken place and children are already making progress.
H. Year 4 pupil premium children will pass the times table test	<ul style="list-style-type: none"> <li>• Times-table Rock-stars daily.</li> <li>• Intervention for PP children at risk of not passing the test.</li> </ul>	Teacher assessment shows that we have a high number of PP children that are not ready for the times table test, data will be updated in December 2020	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Patrick Fenwick Emma Hill Amy Davies	Autumn term evaluation – Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.
<b>Total budgeted cost</b>					
Read Write Inc development days and training for new school staff % of SENCO Salary, % 3 Teaching Assistant Salaries					£5,000 (approx.) £30,000 (approx.)

Covid catch up money

£10,00

£45,000

£35,000

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>D.</b> To improve the health and well-being of Pupil Premium children.</p>	<ul style="list-style-type: none"> <li>• Learning Mentor Targeted group and individual support.</li> <li>• Agency support groups (Me2 etc), to take place in the Hub.</li> <li>• Mouse club, to welcome and engage new families to school, outreach work to help prepare for school readiness.</li> <li>• My mum and me, Dad and lad cooking etc. during and after school family groups to build community cohesion and strengthen bonds.</li> <li>• Coffee afternoons and drop ins with Learning Mentor and professionals such as the school age plus worker, school nurse etc.</li> </ul>	<p>Our current pupil premium population consists of:-</p> <ul style="list-style-type: none"> <li>• 1 looked after child</li> <li>• 3 children who are part of a family in TAC level 3 (Social Worker, agency involvement).</li> <li>• 2 children in TAC level 2.</li> <li>• children who we are monitoring through school support and notes of concern.</li> </ul> <p>This shows that our Pupil Premium cohort require interventions, support and involvement including areas of health, well-being, parenting support, agency support and social worker support.</p>	<ul style="list-style-type: none"> <li>• Weekly meeting with Headteacher and Learning Mentor.</li> <li>• Weekly meeting with Headteacher and Deputy Headteacher</li> <li>• Measuring the impact of support for families through evaluation of support packages, attendance registers, monitoring appearance of children, pupil voice regarding well-being, improved behaviour of pupils, less exclusions for this group of children.</li> <li>• Regular scrutiny of TAC minutes, Conference outcomes etc.</li> <li>• Weekly liaison with the school's allocated Social Worker and School Age Plus Worker.</li> <li>• Pupil Progress meetings data.</li> </ul>	<p>Sarah Ratcliffe – Learning Mentor Emma Hill, (Headteacher/Safe guarding Lead) Patrick Fenwick Deputy Headteacher and Deputy Safeguarding lead</p>	<p>Autumn term evaluation – Sarah Ratcliffe is working with many of the children who scored low when they completed the wellbeing survey. She is also carrying out a range of interventions and support for families. Weekly supervision of Emma Hill is taking place and fortnightly supervision of the Learning Mentor. There has not been any exclusions this term.</p>
<p><b>F.</b> To improve the behaviour of children with issues, (SEMH).</p>	<ul style="list-style-type: none"> <li>• Learning Mentor Targeted group and individual support.</li> <li>• Continued development of a 'Needs Led' Hub to support children with a range of issues.</li> <li>• PBSS advice and support for children and teachers.</li> </ul>	<p>There are behaviour issues for a small group of children throughout all key stages, (mostly eligible for PP). This is having detrimental effect on their academic progress and that of their peers.</p> <p>There are a number of children, who need pastoral support through small group work or individual bespoke plans in order to develop resilience and emotional literacy for learning and unstructured school times.</p>	<ul style="list-style-type: none"> <li>• Supervision of Learning Mentor by Headteacher</li> <li>• Evaluation of the exclusion data.</li> <li>• Monitoring and evaluation of the behaviour records in school.</li> <li>• Monitoring of bullying records.</li> <li>• Monitoring of behaviour letters/ report cards/loss of playtime etc.</li> <li>• Monitoring of referrals to the Hub and impact of</li> </ul>	<p>Emma Hill/ Headteacher Sarah Ratcliffe/ Learning Mentor</p>	<p>Autumn term evaluation – Sarah Ratcliffe is working with many of the children who scored low when they completed the wellbeing survey. She is also carrying out a range of interventions and support for families. Weekly supervision of Emma Hill is taking place and fortnightly supervision of the Learning Mentor. There have not been any exclusions this term.</p>

			interventions for the children.		
<b>Total budgeted cost</b>					£30,000 (approx.)
% Learning Mentor salary,, % Attendance Admin staff salary, , % Teaching Assistant salaries, (already accounted for).					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>H.</b> Attendance of pupil premium children to be in line with non-pupil premium (95%)	<ul style="list-style-type: none"> <li>Admin scrutiny of registers daily, texts for children with less than 95% attendance, letters for persistent absence</li> <li>Fortnightly meetings with the Education Welfare Officer</li> <li>Contracts and fines for persistent absence</li> <li>School Age plus support for families in difficulty</li> <li>Half termly item on the Team Around the School Meeting</li> </ul>	<p>Learning Mentor is very effective in engaging with families and offers support through parenting classes, drop in sessions, liaison with the School Age Plus worker and Social Workers.</p> <p>Attendance of Pupil Premium children continues to be a difficult issue for school to resolve.</p>	<ul style="list-style-type: none"> <li>Weekly scrutiny of registers.</li> <li>Registers of families that take up the Parenting Classes.</li> <li>Attendance will improve.</li> </ul>	Trish Houghton (supported by Emma Hill, in school and professionals out of school such as the EWO, Social Workers and SA+ workers)	Autumn term evaluation – weekly support visits from Olivia Oldham EWO has significantly reduced our late children. We now do not have any persistent late children. Children with attendance lower than 95% have support – we are seeing a steady increase in attendance.
<b>I.</b> Children will be in school on time and will have had a healthy breakfast.	Breakfast club from 7.45 o'clock each day providing a healthy breakfast. There will be a facility for homework and reading daily for Pupil Premium children.	Some of the children come to school without breakfast and are often late. Homework and reading support will help to narrow the attainment gap between pupil premium children and their peers.	<ul style="list-style-type: none"> <li>Monitoring the Breakfast club with learning walks.</li> <li>Monitoring reading records and homework.</li> <li>Pupil progress meetings.</li> </ul>	Emma Hill	Autumn term evaluation – we currently do not have any persistent late children.
<b>J.</b> To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.	<ul style="list-style-type: none"> <li>School Age plus worker.</li> <li>'Stay and Learn' events and 'How to Help your Child Learn' events.</li> <li>Mouse club to welcome new families to school and help with transition and school readiness</li> </ul>	Mobility of pupils Raise Online shows that in 2015-16 school stability was 75.4%, National Average 85.7%, this puts Ladybridge in the bottom centile for stability. We want to engage our families positively.	<ul style="list-style-type: none"> <li>Parent questionnaire.</li> <li>Parent feedback after events, what works well, what could we improve?</li> </ul>	Emma Hill	Autumn term evaluation – (no data at present for this)

	<ul style="list-style-type: none"> <li>Pastoral Team to begin weekly toddler group to engage difficult to reach families before they are school age.</li> </ul>				
<p>(i)</p> <p>(ii)</p> <p>(iii)</p> <p>(iv)</p>	<p>In addition to the above pupil premium money it is likely that there will be support for families as needed for homework materials, school trips, school uniform items such as shoes, and residential trips. This is because we have had children who cannot complete homework, children without shoes and uniform, children whose parents cannot afford trips; we feel that this is an appropriate way to support children and families living in poverty.</p> <p>We also provide regular food parcels through Fairshare and Food and fuel vouchers for families in need.</p> <p>In July 2019 school took part in a poverty proof audit, every child in school was given the chance to talk about their perspective on school life in relation to poverty. There was a parent, staff and Governor questionnaire as well. Overall our report was positive, we have addressed the areas that the report highlighted such as school photographs.</p> <p>We have changed our photographer to one that is less expensive to try to help parents that are struggling to pay.</p> <p style="text-align: right;"><b>Estimated cost £2,500</b></p>				
<p><b>Total budgeted cost</b></p> <p>Breakfast club salaries, cost to school £200 per week £8200 per school year. Other salaries, (already accounted for).</p>					<p><b>£5,000</b></p>
<p><b>Total Cost of all strategies, (including money diverted from school funds).</b></p>					<p><b>£ 82,500 (including Covid catch up funds)</b></p>