



## Lickey Hills Primary School and Nursery

### Pupil premium strategy statement

2021 - 2022

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	Lickey Hills Primary School and Nursery
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	10% - 45 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec. 2022
Statement authorised by	
Pupil premium lead	H. Williams
Governor / Trustee lead	Claire Fergurson

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,385
Recovery premium funding allocation this academic year	£32,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£89,469</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

#### *Statement of intent*

At Lickey Hills Primary School and Nursery all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

#### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

#### **School Context**

Lickey Hills Primary School and Nursery (LHPSN) is a larger than average two form entry local authority maintained school. We have a 26 place maintained Nursery and a 20 place specialist Language Base for children referred in across the county with speech, language and communication needs. The school was judged as good in the most recent Ofsted Inspection (December 2018).

There is a high quality of pastoral support. The school's behaviour, nurture, mental health and wellbeing lead is the Deputy Head Teacher/SENDCO and Deputy Designated Safeguarding Lead. She is a trained child mental health first aider, has a diploma in Child and Young person mental health and wellbeing. She is also the school's lead in Trauma informed schools and a Thrive practitioner. The DHT/SENDCO works with class teachers to ensure children's individual needs are met and there is a coherent ethos that all teachers support in their actions as well as their words. Sanctions are the backstop but respect, cooperation and kindness is at the forefront.

The school also employs two Pastoral Learning Mentors; one is also a Deputy Designated Safeguarding Lead working with the Headteacher (Designated Safeguarding Lead) and Deputy Head (Deputy Designated Safeguarding Lead). The other Pastoral Learning Mentor is a trained mental health first aider.



Pastoral Learning Mentors have had training in positive behaviour, bereavement, mental health awareness, SEND with a special interest in ASD, children who have experienced loss and bereavement, anxiety and attachment trauma. One has recently completed a Level 3 training course in Young People's wellbeing and the other has a degree in early Childhood studies. They both work throughout school with children of all ages supporting their social, emotional and mental health and wellbeing at the point of need as well as supporting children with friendship issues. Children know who they can ask for help and who to tell if they have any worries and do this when needed.

### Ultimate Objectives

**To close the gap in attainment between pupil premium children and our non-disadvantaged children.**

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children. This will be embedded in core subjects and through our new, bespoke, skills and knowledge based, interconnected school curriculum, which links themes across year groups to ensure learning is deep, meaningful, relevant and long lasting, ensuring all children, regardless of background, have access to quality first teaching. As well as focusing on teaching, we will also ensure that we have specific targeted intervention that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that no child 'slips through the net'.

Almost 53% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. As a school, we support our families through the SEND process to ensure that they have access to what they are entitled to so that we can protect their provision moving forwards. This includes access to our SEND Team as well as pastoral support through our PLMs. At LHPSN, every teacher is a teacher of SEND who differentiates the learning to meet the needs of all pupils. If we can see from our monitoring that children may require additional support, we aim to use targeted intervention to 'catch children up' so that they can better access the age appropriate curriculum.

**To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At LHPSN we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes highly experienced pastoral learning mentors who work in close partnership with the Senior Leadership team in school.

**To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.**



Closing the gap is more than just data and we know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built 'culture vultures' into our new curriculum. Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically catered for so that we are building the personal qualities required for life such as resilience and doing things without reward. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to appeal to a range of hobbies, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be. This may come in the form of parenting support, 1:1 nurture support or support from outside agencies.

### Challenges

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

Challenge number	Detail of challenge - Covid Catch Up Premium (CCUP)
1 CCUP Area 1	<b>Additional/complex social and emotional mental health</b> To improve pupil's social skills and emotional well-being by implementing strategies to address the emotional, social and behavioural needs of disadvantaged pupils
2 CCUP Area 4a	<b>Core Curriculum Reading: pupils below SS90 Reading NFER and reading age significantly below chronological age.</b>
3 CCUP Area 3	<b>Core Curriculum Maths, pupils below SS90 Maths NFER</b> Scaffolding and rapid intervention will be implemented for children who struggle with concepts.
4	Curriculum Development - To implement a .skills and knowledge based, interconnected school curriculum, that links themes across year groups to ensure learning is deep, meaningful, relevant and long lasting, ensuring all children, regardless of background, have access to quality first teaching.
5	Narrow range of opportunities outside school; some low income families find it difficult to afford extra enrichment activities or provide electronic devices (to access home learning)

### 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
<p>Children, families and staff have a good understanding and knowledge of the best ways to manage challenging behaviour in school and at home.</p>	<p>Pupils are identified through challenging behaviours.</p> <p>Involves teachers, parents and children.</p> <p>Flexibility to teach additional PSHE lessons as required in response to the needs of each class.</p> <p>Weekly sessions with an assigned PBT member of staff to build strategies around; resilience, emotional literacy.</p> <p>Cohesive strategies at school and home.</p> <p>Supports next steps for other external agency referrals.</p>
<p>Successful quality first teaching and teaching for mastery across the whole school has improved pupils' readiness to learn and is reflected in improvements in progress.</p>	<p>Additional HLTA/TA cover will provide teachers opportunity to work with small groups / individuals on precision teaching/ gap tasks.</p> <p>The highest trained staff (teachers) need to closely monitor the progress of all pupils and particularly disadvantaged pupils and provide suitable gap tasks /interventions. Regular sessions over a sustained period with consistent delivery are shown to be most effective when they meet a specific need.</p>
<p>In line with the DfE, deliver one of the validated phonics programmes consistently across EYFS, into KS1 and into KS2 as needed so that Pupil Premium pupils pass the phonics screening in Y1 and Y2. Cohort specific</p>	<p>The teaching of phonics is consistent across EYFS and KS1.</p> <p>Teachers accurately identify disadvantaged pupils not on track to pass the screening and target support accordingly.</p> <p>Early reading books (phonically decodable) match children's ability and phase of phonics.</p> <p>Pupil Premium children pass the phonics screening in line with their non disadvantaged peers.</p>
<p>All disadvantaged pupils to be given the skills to access the main and wider curriculum, ensuring their pastoral needs are met alongside enrichment activities to build the same cultural capital as their non disadvantaged peers.</p>	<p>Disadvantaged pupils have equitable access to the curriculum and for some pupils, this means additional enrichment support.</p> <p>Disadvantaged pupils feel valued and have a voice to communicate what they need.</p> <p>Pupil premium children access clubs, sometimes with additional support. The school reviews the wider curriculum offered regularly to ensure that PP children have opportunities within their interests.</p> <p>School staff have a good understanding of their disadvantaged pupils in their context.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £65,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff CPD	<p>The EEF guide to pupil premium identifies that teaching as a top priority with a focus on the delivery of High Quality First teaching including CPD opportunities.</p> <p>Using our assessment data, we have identified the need for Maths and Phonics CPD to ensure the delivery of High Quality First teaching from teaching and support staff with a priority on cohorts with low attainment data.</p> <p>Outcomes from our latest Ofsted inspection identified the need for improvements in Maths and Phonics. CPD training in this area of need to further develop these opportunities.</p>	2 3
Ongoing staff CPD in curriculum development to ensure all pupils from all backgrounds will develop a broad range of skills across the curriculum	<p>Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils</p>	4
Pastoral Learning Mentors x2	<p>Pastoral support around behaviour and SEMH can improve children's overall wellbeing and ability to access learning once barriers have been removed.</p> <p>Research shows that good quality support and intervention can enable children to make progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</a>  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</a></p>	1





	<a href="http://www.gov.uk/evidencesummaries/teaching-learning-toolkit/social-andemotional-learning/">rg.uk/evidencesummaries/teaching-learning-toolkit/social-andemotional-learning/</a>	
Full time KS2 TAs x 2	Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.	2 3

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

Budgeted cost: £14,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions in place for all PP children with a robust timetable to ensure each pupil gets time with the PLMs to take part in interventions. This may include Toe by Toe, Precision teaching, times tables club, reading comprehension, handwriting skills etc.	Effective support from support staff and support the development of independent learning skills, which are associated with improved learning outcomes.	2 3
To identify and target Pupil Premium children not on track to meet targets in maths and reading through structured interventions.	'The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.' Nuffield Early Language Intervention. The EEF have a project open for this intervention currently. TA interventions have, 'moderate impact for moderate costs. EEF Reading Comprehension Strategies have 'very high impact for very low cost based on extensive evidence'.	3
EYFS/KS1 Mastering Number - NCETM	From the Improving Mathematics in the Early Years and KS1 Guidance Report 2020 - Manipulatives and representations	3



	<p>can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking.<sup>33</sup> Children benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas.</p> <p>From NCETM -This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p>	
Targeted Phonics Focus on Early Reading and rigorous phonics - keep up not catch up.	The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.	3
Clicker 8	Clicker8 is a comprehensive online tool that provides resources to support children with a wide range of skills, needs and abilities to develop confidence in reading and writing skills Clicker8 has been installed on laptops, ipads and computers across the school to give staff and pupils easy access to resources	
Whole school implementation of Jigsaw PSHEC scheme of work	Additional support and signposting to mental health interventions and services. Greater emphasis on Mental Health and wellbeing support during school day including use of Jigsaw SoW.	1
Interventions: -Speech and language interventions	Effective support from support staff and support the development of independent	1 - 5



<ul style="list-style-type: none"> <li>-Booster reading sessions</li> <li>-Precision teaching in phonics</li> <li>-Maths interventions in place value</li> <li>-Handwriting groups</li> <li>-Small group social skills</li> </ul>	<p>learning skills, which are associated with improved learning outcomes.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9393

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>SENCo, PLMS, SLT and Head teacher identify and support families and children and work to alleviate barriers to learning.</p>	<p>EEF Toolkit shows that increased parental engagement has moderate impact on a child's attainment but a greater impact with children's who are low attaining.</p> <p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has increased reliance on housing and support services and impacted waiting lists. Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited.</p>	<p>1</p>
<p>Vulnerable children to be highlighted and supported through Nurture sessions, positive behaviour team sessions, work with school EP, school nurse and family support worker</p>	<p>EEF: Behaviour Intervention +3. Social and Emotional Learning +4. EEF PP report June 2019 - Tiered approach -Wider Strategies.</p>	<p>1</p>
<p>To develop resilience in our most vulnerable pupils so that they feel able to overcome barriers to learning, widening the offer to more children in light of COVID.</p>	<p>EEF states, 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and</p>	<p>1</p>



	<p>young people even if it does not translate to reading or maths scores.' We know there is growing research, particularly within the Mental Health field, looking at the link between gardening therapies and mental health support.</p>	
<p>To ensure that Pupil Premium children have a voice to ensure that they have equitable access to the wider curriculum, including trips and clubs</p>	<p>We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children (EEF Pupil Premium Guidance). To do this best for our disadvantaged, we need to understand what each of them receive and consider this in comparison to non disadvantaged pupils. This means our strategy is tailored for our pupils in their context and our offer reflects this.</p>	1
<p>All children in school are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>Education Endowment Trust Toolkit</p> <p>EEF Arts Participation (April, 2018) The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>	5
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p>	<p>*attendance for 2019/2020 showed PP attendance was higher than non PP attendance at 98.1% compared to 97%</p>



	Children who are of an ongoing or increasing concern will be monitored and actions put in place to support their attendance, including support from relevant external agencies.	
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**Total budgeted cost: £89,469**



## 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 2020 to 2021 academic year.

Due to the Covid-19 pandemic and periods of partial closures, government produced performance measures have not been published for the academic year of 2020-2021, and 2020-2021 results will not be used to hold schools to account.

### 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
Emotion Coaching (Gottmann) is a communication strategy which supports children to self-regulate and manage their stress responses. 10 11 It provides an effective way to nurture mental health and wellbeing in education settings when used as an integral part of behaviour management and interaction skills.	Dr Daniel Rouse
Trauma informed schools UK	TISUK
Singapore Maths for the English National Curriculum	Maths No Problem
Jigsaw PSHEC	Jigsaw
Power of Reading	CLPE
No Nonsense Spelling	Babcock LDP Primary English team
Spanish	La Jolie Ronde
Games and PE	The PE Hub

Measure	Details
How did you spend your pupil premium allocation last academic year?	£57,730 Two pastoral learning mentor wages



	<ul style="list-style-type: none"> <li>- Attendance monitoring</li> <li>- Small group interventions</li> <li>- 1:1 precision teaching (where bubbles allowed)</li> <li>- Support for families</li> <li>- Funded school trips, music tuition</li> </ul> <p>2 x morning TAs made full time for Covid Catch up interventions</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The Covid-19 pandemic and the subsequent partial closure of LHPSN had a significant impact upon the ability of the school to undertake all of the intended actions detailed on last years' Pupil Premium Strategy Statement. With this in mind, many of the barriers identified last year remain the same for this academic year as do many of the planned strategies that we will utilise the Pupil Premium and Recovery Premium funding for. It has been challenging to fully analyse accurately the impact of last year's funding due to the amount of time that children were not in the academy.</p> <p>All pupil premium children were invited to attend key worker groups in school. School continued to provide FSMs to all who qualified for them. Vulnerable pupils were offered access to laptops for online learning.</p>