



Pupil premium strategy statement 2022/23-2024/25

Lickey Hills Primary School and Nursery

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

ensure disadvantaged pupils are challenged in the work that they're set

act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils'

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	7.66

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Amanda Salisbury, Headteacher
Pupil premium lead	Amanda Salisbury, Headteacher
Governor / Trustee lead	Katherine Sinclair, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,365
Recovery premium funding allocation this academic year	£12,935
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£62,300

Part A: Pupil premium strategy plan

Statement of intent

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 interconnected school curriculum, which links golden threads across year groups to ensure learning is deep, meaningful, relevant and long lasting. 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.

As well as focusing on teaching, we ensure that pupils have timetabled 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'. In all cases we strive to ensure all our pupils make excellent progress.

As a school, we support our families 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 wellbeing drop in sessions, the SEND Team including our Educational Psychologist, the Positive Behaviour Team STEPs group and pastoral support through our Pastoral Learning Assistants.

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 class, pastoral and SEND learning assistants who work in close partnership with the Senior Leadership team.

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. Our tailored curriculum ensures that first hand educational visits and vocabulary acquisition is planned for so that language is carefully developed over time. 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
1	Improved phonics attainment among disadvantaged pupils
2	Improved reading attainment among disadvantaged pupils
3	Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2
4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
5	Financial hardship fund; to support PP eligible families as number of school visits increases to enrich curriculum and cultural capital.

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
Improved phonics outcomes for PP children through provision of additional adult support to enable children to revisit and apply phonics learning. (Toe by Toe/Stareway to spelling)	PP Children will continue to make progress and achieve levels of attainment in phonics at least in line with non PP pupils as a result of this provision.
Reading: to build on the success of VIPERS and establish a consistent and specific intervention program to further improve fluency and understanding in the lowest 20% of each year group; so that more children (including PP) reach the expected standards at the end of each key stage.	PP Children will continue to make progress and achieve levels of attainment in reading at least in line with non PP pupils as a result of this provision.
Writing: to ensure all teachers apply a consistent approach in planning sequences of learning, so that more children (including PP) reach the expected standards at the end of each key stage.	PP Children will continue to make progress and achieve levels of attainment in writing at least in line with non PP pupils as a result of this provision.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils. Pastoral Support Assistant to provide family support through the school's Early Help Offer. Signposting families to support, building relationships with the school and encouraging parental engagement. This includes attendance support - safe and well checks. Pastoral Support Assistant to champion PP children's involvement in clubs and social and emotional wellbeing activities.	Data, feedback and observations will reflect the increase in parental engagement and impact of this to learning, attendance, behaviour and well-being. PP Children will have access to clubs and activities to enrich skills and talents and wider social engagement beyond the school.
Financial hardship fund; to support PP eligible families with costs for school visits, enrichment opportunities such as musical tuition and residential visits where necessary.	Challenging family circumstances that prevent or restrict opportunities for wider school engagement. Pupils will experience opportunities they would not have beyond school. This will further develop the whole child.
Supporting pupils with high level/complex needs to improve wellbeing and school experience. To provide team around the child approach until SEND funding is available.	SENd provision to include 1:1 for a high tariff pp pupil with no SEN funding/EHCP in place with many challenges.

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: £10,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching - staff professional development.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1 2

<p>ELS Phonics training for staff to ensure assessments are interpreted and administered correctly.</p> <p>MK x 20hrs - £1440</p>	<p>reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>High quality teaching - staff professional development.</p> <p>Reading; Intervention.</p> <p>Identifying the bottom 20% of readers and purchase a proven intervention scheme to ensure more progress.</p> <p>£1923</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence.</p>	2
<p>High quality teaching - staff professional development.</p> <p>Writing; To ensure all teachers apply a consistency of approach in planning sequences of writing so that more children reach the expected standards at the end of each key stage.</p> <p>Staff - £3231 Training - £1860</p>	<p>Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. <p>EEF Reading Comprehension Strategies + 6 months EEF Improving Literacy in Key Stage 1 • EEF Improving Literacy in Key Stage 2</p>	3
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils.</p> <p>Pastoral Support Assistant to provide family support through the school's Early Help Offer.</p> <p>Signposting families to support, building relationships with the school and encouraging parental engagement.</p> <p>£1533 for 12 x 3hr sessions</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Supporting resources: The EEF Toolkit has a strand on parental engagement.</p> <ul style="list-style-type: none"> • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents 	4

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

Budgeted cost: £40,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Toe x Toe and Stareway to Spelling programme to improve reading	Toe by Toe and Stareway to spelling are highly structured. The programme is designed for specialist and non-specialist instructors so parents and reading mentors can operate the programme.	1 2

<p>skills for disadvantaged pupils who are SEND registered.</p> <p>£654</p>	<p>onclusions from Prof Tommy MacKay's study: "... the programme was extremely powerful over this short period in increasing levels of reading achievement"</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Small Group Tutoring +4 months impact • EEF Teaching Assistant Interventions + 4 months impact</p>	
<p>Fully assigned Pastoral Learning Mentor to support our Pupil Premium (and FSM, PLAC, service etc) children this year. AHTs have worked to allocate her timetable across school, with most PP chn being in KS2.</p> <p>Focus on one year group per day. In the mornings, she will support children in class with their Maths and English, mostly 'helicoptering' but if appropriate to work with a small group outside the classroom. The focus will be to keep children in class wherever possible, as is true for our usual approach. In the afternoon, there will be support in the VIPERS session, before offering a keep up, not catch up KIRF session with the children in the year group, to pick up any misconceptions on the main maths learning from the morning.</p>	<p>A 'helicopter TA' prepares a child for learning by 'dropping down' the strategies and resources needed. Then they lift off and 'hover'. They can drop down again when the support is needed to re-focus or remind the child to use the strategies and resources available before leaving again. This approach means that the Pastoral Learning Mentor can both provide children with the support they need and the opportunity to learn independently.</p> <p>Research shows that:</p> <p>The child develops independence. They learn that they can do things on their own. The TA is available to support others.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Small Group Tutoring +4 months impact • EEF Teaching Assistant Interventions + 4 months impact</p>	<p>1 2 3</p>
<p>Fully assigned Pastoral learning Mentor will also hear children reading: 1-1 or in small groups on 60 second read resources. For the latter, she may add in some of the lowest 20% of readers in a year group with our PP children, so all benefit from group discussion.</p>	<p>Reading support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>1:1 SEND support for high level need/complex SEND pupil until SEND funding is granted (awaiting outcomes of EHCP assessment) To engage in learning and specifically social and emotional wellbeing needs.</p> <p>£6495</p>	<p>This approach means that the 1:1 SEND TA can provide the child with the specialist support they need and the opportunity to learn within the classroom.</p> <p>Research shows that:</p> <p>The child develops independence. They learn that they can do things on their own. The TA is available to support others.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	

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

Budgeted cost: £10,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£2383</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>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.</p> <p>£8500</p>	<p>A wealth of evidence suggests that outdoor learning in the form of residential programmes and school trips can be a major contributor to good health and mental wellbeing for our children. Primary-aged children taking part in activities often display improvements in their resilience, self-confidence, and their ability to get on with and relate to peers, which in turn boosts their sense of belonging. Studies carried out by Dr John Allan, the head of learning and impact at the award-winning company Inspiring Learning, show that carefully constructed and facilitated outdoor learning can bring lasting benefits to primary children, especially when it comes to preparing them for transition (Slee & Allan, 2019; Allan et al, 2014). The on-going cost of living crisis is also limiting opportunities for families while affecting the ability of schools to pay for, organise, and host outdoor adventures and trips for pupils. (Richardson et al, 2022).</p>	4

Total budgeted cost: £47,805

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Outcomes End of KS2 (Y6) - 6 pupils

3/6 pupils are LAC

2/6 pupils joined in reception (home grown)

4/6 pupils are EAL (Chinese and Polish)

2/6 pupils Polish joined Year 5

2/6 pupils Chinese joined Y4

3/6 pupils achieved the expected standard for reading (includes 2 homegrown) - others 89/92/99

3/6 pupils achieved the expected standard for writing (includes 2 homegrown)

3/6 pupils achieved the expected standard for maths (includes 1 homegrown) - others 94/95/96

4/6 pupils achieved the expected standard for SPaG (includes 2 homegrown) - others 90/94

These outcomes are better than in previous years, particularly in maths.

Pupil Premium Outcomes End of KS1 (Y2) - 6 pupils

2/6 joined in Year 1

1/6 is a service child

1/6 is a post looked after (PLAC) child

5/6 passed the phonics screening test by the end of Y2

2/6 are working at the expected standard for reading (both home grown)

2/6 are working at the expected standard for writing (both home grown)

3/6 are working at the expected standard for writing (all home grown) and 1/6 is working at greater depth GDS