



Pupil premium strategy statement 2023/24

Lickey Hills Primary School and Nursery

In July 2023 LHPSN was awarded IQM Centre of Excellence status for our work to ensure the school is fully inclusive for all. It is our intention 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' outcomes and raise expectations of what they can achieve

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.

School overview

Detail	Data
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	9% - 35
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	October 2023
Statement authorised by	David Dathan, Headteacher
Pupil premium lead	David Dathan, Headteacher
Governor / Trustee lead	Katherine Sinclair, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76515
Recovery premium funding allocation this academic year	£2827
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£79342

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 quality first teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to quality first 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 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 adapts the learning to meet the needs of all pupils. If we can see from our monitoring and assessment data 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, 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. The wide reaching impact of Lockdown is still being seen with an increase in pupils' emotional and social needs that impacts on learning with increases in the needs of both pupil and adult mental health and wellbeing. 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.

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 attainment among disadvantaged pupils	Assessments and observations indicate significantly improved phonics outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS1 and KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2	KS1 and KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the ELS Phonics scheme through training for staff to ensure assessments are interpreted and administered correctly.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Training for Phonics lead	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Additional resources purchased to roll ELS phonics out in Year Three for those who did not pass phonics by the end of Yr2	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
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.	Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence. Improving Literacy Skills EEF	2

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

Budgeted cost: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions in reading, writing and maths for Y6 disadvantaged pupils through the National tutoring Programme	The National Tutoring Programme (NTP) has been developed to support schools across England that have been dealing with the challenges caused as a result of school closures during the coronavirus pandemic. It has improved the investment in learning of students and increased their confidence. We are seeing the benefits of tuition on the students as their skills and knowledge have improved. Some are so enthusiastic that they want to access tutoring in other subjects. https://teaching.blog.gov.uk/2023/10/04/how-the-national-tutoring-programme-improves-confidence-knowledge-and-skills/	1 2 3
Increase the number of children accessing Toe x Toe and Stareway to Spelling programme to improve reading skills for disadvantaged pupils who are SEND registered. Reinstate the school wide use of Precision Teaching with a focus on the lowest 20% of readers/spellers who fall into a disadvantaged category.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence- informed interventions that target specific areas of difficulty. 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. Conclusions from Prof Tommy MacKay's study: “..	1 2

	<p>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>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.</p> <p>They learn that they can do things on their own.</p> <p>The TA is available to support others.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>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</p> <p>2</p>

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

Budgeted cost: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Steps club targeting disadvantaged pupils with SEMH needs. Weekly 1 hour work with the PBT</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>4</p>
<p>Ensure ALL disadvantaged pupils have access to spaces in clubs, on trips, residentials and sporting events as well as access to music tuition and event</p>	<p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p>

<p>Review and rewrite on the whole school Behaviour Policy with a new praise and reward system embedded</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF educationendowmentfoundation.org.uk</p>	<p>4</p>
<p>Anti bullying award undertaken with staff training and resources</p>	<p>Understanding a pupil's context will inform effective responses to misbehaviour</p> <p>Every pupil should have a supportive relationship with a member of school staff</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4</p>

Total budgeted cost: £69100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Outcomes End of KS2 (Y6) - 9 pupils

4/9 pupils joined in reception (home grown)

2/9 pupils are EAL (Ukrainian/Iraqi)

5/9 pupils achieved the expected standard for reading (includes 2 homegrown) - others 97/97/84/

3/9 pupils achieved the expected standard for writing (includes 1 homegrown)

5/9 pupils achieved the expected standard for maths (includes 1 homegrown) - others 98/93/99

6/9 pupils achieved the expected standard for SPaG (includes 1 homegrown) - others 93/92/85

Pupil Premium Outcomes End of KS1 (Y2) - 3 pupils

3/3 joined in Reception (Home grown)

1/3 is a post looked after (PLAC) child

3/3 passed the phonics screening test by the end of Y2

3/3 are working at the expected standard for reading

2/3 are working at the expected standard for writing

3/3 are working at the expected standard for writing (all home grown)