

# Pupil premium strategy statement 2022-2023

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 outcomes for disadvantaged pupils last academic year.

## School overview: Lickey End First School

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michelle Hague
Pupil premium lead	Michelle Hague
Governor / Trustee lead	Rosie Critchlow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,213
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium) funding carried forward from previous years	£10,000
<b>Total budget for this academic year</b>	<b>£17,213.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We recognise our percentage of Pupil Premium is much lower than National Average.

Our intention is to personalise and focus on quality first teaching in core subjects, enabling all children to make as much progress as possible across all subject areas. This includes focusing on progress for those who are already high attainers and effective learning behaviours.

We consider the needs of the whole child, analysing formative and summative assessment to understand best strategies to support progress. Actions are readily implemented through active CPD for all staff, meaning whoever teaches the children is well-trained.

We know quality first teaching and inclusive practice is pivotal to progress. So, an investment in whole class teaching structures, sequences and techniques is central to this years success. This is proven to have an impact, particularly in the areas of communication. Language phonics, reading and writing. We further recognise the importance of mental health and emotional wellbeing, investing in specific support which reduces barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in Phonics and Reading is below that of pupils not in receipt of PPG.
2	Attainment and progress in Maths is delayed. For some pupils, their number skills are impacting negatively on their attainment and progress: this is also linked to their engagement in learning, wellbeing, self-esteem and confidence.
3	Pupils' Writing and Spelling attainment is below that of pupils not in receipt of PPG and their stamina for writing is impacting on their progress. Spelling is a particular weakness within Key Stage 2.
4	Children's engagement in learning, wellbeing, self-esteem and confidence fluctuates which has the potential to impact on their progress.

## 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
Target 1	
Improved vocabulary linked to higher engagement in reading.	Formative and summative assessments show an increase in children's knowledge and use of vocabulary. All children engage in school reading and are motivated to read at home, involving parents and families to a greater extent.
Achieve and sustain phonics outcomes for children.	Key Stage 1 phonics scores show 100% of children meet the standard.
Improved reading fluency attainment with children reaching meeting or exceeding the expected standard.	Dibels assessments are consistently understood and implemented from Spring Year 2 upwards with results showing increased fluency scores linked to the expected standard. The attainment and progress in reading is further evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Texts are high quality and lend more to pupils' interests and/or are well matched to pupils' phonic ability.	Formative and summative assessments show an increase in children's knowledge and use of phonics (ELS assessments).  Engagement with parents is high as books taken home are pitched to the child's level and interest.
Pupils are more confident and able to read across the curriculum.	Children talk actively about books they enjoy reading, they are inspired by authors, read more and as a result, make greater progress.
Target 2	
Attainment and progress for pupils is in line with those who do not receive PPG for Maths.	Appropriate intervention is put in place to support pupils with their gaps in number and other areas of Maths.  Quality First Teaching teamed with appropriate intervention and family support enables all children to make significant progress, meeting the expected standard.
Pupils use strategies taught to them within the lessons and apply their knowledge within lessons.	Attainment and progress data is at least in line with those who are not in receipt of PPG.  Quality First Teaching teamed with appropriate intervention and family support enables all children to make significant progress, meeting the expected standard.
Pupils are more confident with Maths	Children talk about increased confidence in maths and show this in their progress and achievement.

and basic number skills.	Children show strong progress in their MTC and Sats.
Target 3	
Spelling progress is evident within work and does not negatively impact pupils' progress and attainment.	<p>A systematic spelling approach is evident across school, closing the gap with any spelling following phonics.</p> <p>Quality First Teaching teamed with appropriate intervention ensures the teaching of spelling is highly effective.</p> <p>Spelling progress is evident within books and across the curriculum.</p>
Stamina for writing improves so that the length of independent writing increases while still showing the skills that have been taught.	<p>Quality First Teaching teamed with appropriate intervention and family support enables all children to make significant progress, meeting the expected standard.</p> <p>Pupils' stamina for writing improves and the output of writing increases whilst still being good quality.</p>
Lessons are sequenced and of high quality, developing the pupils' writing skills and embedding previous learning.	<p>A systematic writing approach is evident across school, closing the gap with writing, combined with oracy and reading.</p> <p>Quality First Teaching teamed with appropriate intervention ensures the teaching of spelling is highly effective.</p>
Pupils are engaged and have a good understanding of their own next steps.	Pupils are engaged in writing and have a good understanding of their own next steps.
Target 4	
Potential social and emotional impact reduced, monitored, and swiftly acted upon. Preventative measures are in place and periodically reviewed for effectiveness.	<p>Bi-weekly meetings as well as regular updates ensure appropriate school leaders continually reflect upon and action areas of need.</p> <p>Early identification and support put in place. Staff have the confidence to support pupils who may have a range of different difficulties relating to their mental health.</p> <p>Relationships with parents are exceptionally strong, forging lasting relationships and consistency of support and expectation.</p>
Appropriate referrals are made for any pupils that are in need.	<p>Early identification and support put in place.</p> <p>Pupils can access life within the community and make a contribution.</p>

Both school and parents have a range of strategies and resources in place to support pupils with emotional difficulties.	<p>Pupils are happy and able to access the curriculum and engage in school life.</p> <p>Monitoring and data evidences strong attitudes consistently across the school.</p>
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## 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: **£11,542.57**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Significant investment in our new library and categorised books.</p> <p>Whole class reading texts to be purchased. Books for reluctant readers to also be bought.</p>	<p><u>EEF Improving Literacy</u> – aspect 1 developing pupils’ language capabilities.</p> <p><u>Christopher Such – The Art and Science of Teaching Reading Research</u> implemented across school and into our whole school curriculum approach.</p> <p>X ref below re: research into reading for pleasure and links to vocabulary and oracy.</p>	1,3,4
<p>A new ‘Book of the Week’ for all classes, whetting their appetite to read a diverse genre of books for pleasure.</p> <p>Resources to support the teaching of Reading to be purchased for all classes to replenish and offer books of higher interest to pupils.</p> <p>Children’s Newspaper- First News subscription for a wider genre of reading in KS2.</p>	<p>Myriad of reading for pleasure research including <u>DfE research evidence</u>, <u>EEF</u> and <u>National Literacy Trust</u>.</p> <p><u>Vocabulary</u> and sequencing of the curriculum is explicitly taught and planned, backed by <u>EEF including Preparing for Literacy</u> and <u>Oral Language Teaching (EEF) Research</u></p> <p><u>Christopher Such – The Art and Science of Teaching Reading Research</u> implemented across school</p>	1,3,4

	and into our whole school curriculum approach.	
Training in Reading for staff to ensure assessments are interpreted and administered correctly.  Resources to support teaching whole class reading to be purchased, including visualisers.	Better Teaching, Step by Step <u>Walkthrus</u> research into practice.	1,3
ELS Phonic resources, workbooks and scheme to be purchased and teaching to be of high quality following this systematic, synthetic phonics programme.	Consistent implementation of a <u>government validated phonics scheme</u> .  Strong phonics evidence on the impact of reading, especially for disadvantaged children ( <u>EEF</u> )	1,3
Training for all staff in spelling, focused on the progression from Reception and Year 1 (Year 2) phonics teaching.	Training in Sounds & Syllables linked to phonics research.  Investment in Dibels fluency approach, backed by research into benefits of standardised tests.	1,3
Investment in consistently sequenced maths teaching programmes, also providing quality first teaching and CPD.	<u>Maths guidance KS 1 and 2.pdf</u> ( <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a> ) detailing evidence-based approaches for impact across school.  <u>EEF maths in KS2 evidence</u> .	2
Investment in motivational maths programmes to ensure children can further their maths skills at home, with parental support and aiding mental fluency.	<u>Research</u> showing children who engage in motivational maths programme 38% faster at answering times table questions.	2,4

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to enable reading and writing to be inclusively taught,	<u>Research</u> shows amount of words children can write in one session increased by 2.5	1,3

building self-esteem, readiness to learn and aiding progress.	times with consistent use of this programme.	
Investment in small group and personalised booster interventions to aid pupil progress, focusing on removing barriers to learning.	Interventions and boosters targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand  </u> <u>Education Endowment Foundation   EEF</u>	1,2,3,4
Purchase of CPD for staff to ensure children receive high quality teaching at all times, particularly focused on ensuring high quality knowledge implementation.	EEF research into <u>high quality teaching</u> and investment in long term retention of fluency in key skills for children.	1,2,3

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in school counsellor with individual sessions for children.	Prioritising social and emotional learning <u>EEF research</u> .  <u>Government guidance</u> into promoting mental health and wellbeing support.	1,2,3,4
Investment in disadvantaged children attending residentials and whole school events, promoting inclusion and attendance.	Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.	4
Contingency fund based on meeting the specific and changing needs of children across the year.	Based on experience, we know that money needs to be set aside to respond to ever changing circumstances and contexts, ensuring our school can readily and inclusively meet the needs of all.	1,2,3,4

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Our evaluation of the success of Lickey End's 2021-2022 Pupil Premium Strategy

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Results are compared to local and national for comparison. It must be appreciated that such a low percentage of pupil premium across school means that percentages cannot be comparable: we meet the needs of the unique child.

With significant investment in staff CPD, early reading, phonics (ELS) and maths, Pupil Premium children outperformed non-disadvantaged children in the Early Years with 100% of children in receipt of PP achieving a Good Level of Development (GLD).

At the end of Key Stage 1 and into Key Stage 2 performance in Reading continues with 100% of children achieving the expected standard. 75% of disadvantaged children continue to meet expected standard in Maths. Writing for disadvantaged children is an area for further focus in 2022 -2023 and will link to the School Development Plan, especially in relation to spelling.

The strategy was supportive and a success for pupils in receipt of pupil premium that had social, emotional, and mental health needs and were supported by professionals including a trained Mental Health and WellBeing Lead. In this incidence, the pupils receiving this support were able to engage with school life much more successfully and remain more emotionally regulated throughout their school days. We felt this was particularly useful as the pupils who received this support were able to build life-long strategies and see the invaluable advantage of talking to external professionals.

The school supported parents with funding the Year 4 residential trip this year which meant every child had an equal opportunity to engage in activities that supported their personal development. The trip allowed for pupils to develop their independence, risk-taking skills, self- confidence and many other personal skills which are more difficult to develop over a short space of time within a school environment.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
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<b>The impact of that spending on service pupil premium eligible pupils</b>

# Further information (optional)

<b>Additional activity</b>
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