

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Lydiard Millicent CE Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	5.9% 10 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Farmer Head teacher
Pupil premium lead	Jeanne dos Santos
Governor / Trustee lead	Vicki Tee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,943

# Part A: Pupil premium strategy plan

## Statement of intent

At Lydiard Millicent CE Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to believe in their own abilities and become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our intention is that all pupils, irrespective of their background or the challenges they face, feel safe and ready to learn, 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.

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.

We also recognise that to support our pupils more widely, we need to provide specialist emotional, behavioural and well-being interventions and seek to improve attainment by increasing pupil focus, concentration and confidence.

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 are 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
- ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts
- enable pupils to look after their social and emotional wellbeing and to develop resilience.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Increased Social, Emotional and Mental health Needs due to Adverse Childhood Experiences</p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.</p> <p>Teacher referrals for support have markedly increased.</p>
2	<p>Gaps in reading, writing, maths and phonics</p> <p>To ensure all children are making expected progress from their starting points.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
3	<p>Attendance and punctuality</p> <p>Our attendance data over last year indicates that attendance among disadvantaged pupils has been between 3% - 10% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.</p>

## 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><b>Social and Emotional Health</b></p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with improvements</p>	<ul style="list-style-type: none"> <li>• Pupils are in school and feel safe and ready to learn.</li> <li>• ELSA provision supports with the development of strategies to reduce anxiety regarding personal issues.</li> </ul>

<p>evident in self-esteem, confidence and resilience.</p>	<ul style="list-style-type: none"> <li>• Case studies detail improvements and progress in the development of self-esteem, confidence and resilience.</li> <li>• Pupil and parent voice demonstrate that we are diminishing the difference between outcomes of PP and non PP.</li> </ul> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Pupils make good progress and the attainment gap between disadvantaged and the non- disadvantaged continues to narrow year on year.</p>	<ul style="list-style-type: none"> <li>• End of KS1, KS2, Y1 and Y2 phonics screening check and internal data shows attainment gap between PP &amp; non-disadvantaged is narrowing.</li> </ul>
<p><b>Reading, Writing and Maths</b></p> <p>Pupils will achieve age appropriate expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• A higher percentage of PP pupils achieve outcomes in-line with, or above, national average by the end of KS2 in reading, writing and maths.</li> <li>• Pupils are supported to develop strategies to overcome challenges acting as a barrier.</li> <li>• PP pupils are receiving the correct provision and intervention to remove barriers to learning.</li> <li>• Incremental progress measured through the relevant intervention.</li> <li>• Pupil progress meetings held 3x a year will demonstrate the development of strategies to improve pupil progress and outcomes.</li> <li>• Book scrutinies will demonstrate a clear learning journey from the child's starting points.</li> <li>• Pupil voice will indicate an understanding of the progress made on their learning journey.</li> </ul>
<p><b>Phonics</b></p> <p>Pupils will achieve age-appropriate expectations.</p>	<ul style="list-style-type: none"> <li>• At least 80% of pupils in Y1 pass the PSC</li> <li>• CPD for all staff including updates and increased experience of teaching and learning using the phonics scheme-</li> </ul>

	<p>Little Wandle with Big Cat reading resources.</p> <ul style="list-style-type: none"> <li>• Phonics and reading resources are embedded into daily practice.</li> <li>• Classroom environments support pupils to become increasingly independent when reading and writing.</li> <li>• Provision is tailored to close any gaps in performance and understanding.</li> </ul>
<p><b>Attendance</b> To achieve and sustain improved attendance for pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged pupils who are absent being at least the same or better than their peers.</li> <li>• Ensure attendance of all pupils is above 95%</li> <li>• Anxiety when attending school has decreased.</li> <li>• Adapted timetables are used less with an increase of time spent learning in the classroom with their peer group.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide PP pupils with the opportunity for focused group work to take place with a continuous input of quality first teaching and learning.	<ul style="list-style-type: none"> <li>• The average impact of the deployment of teaching assistants is about an additional four months progress over the course of a year.</li> <li>• The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress, on average, over the course of an academic year.</li> <li>• Within class attainment grouping has a positive impact, on average, of 2 months additional progress</li> </ul>	1,2
Consistent approach to teaching English across the school from Early Years through to Year 6	<p>EEF Improving outcomes in Literacy for KS1 and KS2.</p> <ul style="list-style-type: none"> <li>• Writing can be thought of a process made up of five components: planning: drafting: revising: editing: publishing.</li> <li>• Effective writers use a number of strategies to support each component of the writing process. Describe and model how, when and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</li> </ul>	2
Consistent approach to teaching of spelling	<p>EEF Improving outcomes in Literacy for KS1 and KS2.</p> <ul style="list-style-type: none"> <li>• Explicitly teach spellings and provide pupils with extensive opportunities to practices sentence combining and other sentence construction techniques.</li> </ul>	2

<p>To improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> <li>• There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</li> </ul> <p><a href="#">EEF Social and Emotional Learning.</a></p>	1,2
<p>To increase feedback within and between the lesson</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>• Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.</li> </ul>	1,2

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

Budgeted cost: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff to secure stronger phonics teaching for all pupils.</p> <p>Targeted 1-1 phonics.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<ul style="list-style-type: none"> <li>• Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>• 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:</li> </ul>	2

	<ul style="list-style-type: none"> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</li> <li>• The school has adopted Little Wandle which is a DfE accredited systematic synthetic Phonics programme. The school is developing the programme through providing more frequent access to adult supported reading of phonically decodable books.</li> </ul>	
Students who are at risk of underachieving benefit from a combination of small group/1-1 support in class	<ul style="list-style-type: none"> <li>• Evidence indicates that one to one tuition can be effective, providing approximately 5 additional months progress on average.</li> </ul>	1,2

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

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	<ul style="list-style-type: none"> <li>• EWO support and Educational Psychology to meet the needs of students.</li> <li>• On average, individualised instruction approaches have an impact of 4 months additional progress.</li> <li>• Rewards/ incentives for good attendance and punctuality.</li> <li>• Pupils who feel safe and are less anxious are confident in</li> </ul>	1,2,3

	<p>themselves and can manage their emotions more effectively.</p> <ul style="list-style-type: none"> <li>• Strengthened partnership with parents/carers.</li> </ul>	
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by CPD for staff.</p> <p>ELSA style provision</p> <p>Trauma informed practice</p> <p>Five to Thrive</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Improved SEMH of all pupils.</li> <li>• Improved understanding of pupil behaviour and development of strategies to support.</li> <li>• Instances of poor behaviour reduced.</li> <li>• Exclusions decrease.</li> </ul>	1
<p>Pivotal Behaviour Curriculum to develop positive behaviour culture based on positive relationships to enable all children to access learning in school.</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>• The Pivotal approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs and will support the practice of restorative conversations.</li> </ul>	1,2,3
<p>Broad and rich curriculum of opportunities and experiences funded for PP children including extra-curricular clubs.</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>• Participation in the arts has an impact of 3+ months</li> </ul>	1,2,3
<p>Funded before school care provision to enable children to be attending school</p>	<p>Reduce gap in attendance rates and punctuality between disadvantaged and non-disadvantaged.</p> <p>Disadvantaged pupils reach the national average attendance for all pupils. Persistent absence of any disadvantaged is reduced significantly.</p>	1,2,3

**Total budgeted cost: £ 13,900**

## 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 2022 to 2023 academic year.

Our Pupil Premium spend for the previous academic year was used to provide Quality First Teaching. Pupils were given the opportunity of focused group work and interventions to support learning and close gaps. Children who were at risk of underachieving benefitted from a combination of small group/1:1 TA support in class and interventions that further met their needs.

The impact of a new reading and phonics scheme with regular CPD in the explicit teaching of phonics and reading for both teachers and teaching assistants has ensured consistency of approach across KS1. Robust and regular assessments clearly identify any gaps in knowledge therefore allowing precise teaching to close the gap. Part way through the last academic year this was rolled out as a catch-up programme of phonics for groups of pupils in KS2. Alongside this, a new reading scheme has been purchased to be in line with the new KS1 scheme of Big Cat.

Phonics screening Year 1 – 78% 100% of PP children passed.

Phonics screening retakes Year 2 -100% 100% of PP children.

*(An additional 2 pupils (1x Yr1 and 1x Yr2) arrived with PP status at the end of the academic year. As they were not taught in an English school, they did not take the PSC. Small group support and catch up in place for academic year 23-24)*

Through our use of mental well-being provision, children referred for this support were developing a greater awareness about themselves, their emotions and strategies for behaviour self-regulation. Monitoring identified that children were using strategies and were developing higher levels of self-esteem, confidence and resilience. The newly designed and resourced sensory room (a repurposed group room) has given individuals a calming place to go. Pupil voice showed that pupils enjoyed this environment as it helped self-regulation and was also seen as a safe place to go to talk about themselves and reflect.

Whole school attendance data for the year 22-23 evidenced PP pupils are 5% lower in their attendance compared to non-PP. This percentage difference is mainly to do with a pupil on an adapted timetable from September through to May. Only non-PP are in line with national.

Period: 01/09/2022 AM to 21/07/2023 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	18	89.24	9.79	0.97	0.65	0.00
No Free School Meals	188	94.56	4.62	0.82	0.54	0.02

## 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
Times Tables Rockstars	play.trockstars.com
Purple Mash (online platform)	2 Simple

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*