

# Lydiard Millicent Pupil Premium Strategy Statement

2024-2027

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  | 165                                 |
| Proportion (%) of pupil premium eligible pupils   | 5.5% 9 pupils                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 -2027                          |
| Date this statement was published   | December 2024                       |
| Date on which it will be reviewed   | July 2025                           |
| Statement authorised by   | Andrew Farmer<br>Head teacher       |
| Pupil premium lead  | Jeanne dos Santos                   |
| Governor / Trustee lead   | David Trendell                      |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £15,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £15,500 |

# 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><b><i>Social, Emotional and Mental Health Needs due to Adverse Childhood Experiences</i></b></p> <p>Assessments, observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. High levels of emotional need have a significant impact on the learning in the classroom.</p> <p>Teacher referrals for support have increased.</p>   |
| 2                | <p><b><i>Gaps in reading and phonics</i></b></p> <p>To ensure all children are making expected progress from their starting points. Internal and external assessments indicate that reading attainment among disadvantaged pupils is often below that of their non-disadvantaged peers. The gap limits their ability to access the full curriculum and impacts overall academic achievement.</p>  |
| 3                | <p><b><i>Attendance and punctuality</i></b></p> <p>Our attendance data over last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress. It is essential to implement effective strategies that not only encourage regular attendance but also foster a supportive environment for all pupils.</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>1. 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 evident in self-esteem, confidence and resilience.</p> | <p>Pupils are in school and feel safe and ready to learn.</p> <p>Emotional Literacy provision supports with the development of understanding and strategies to reduce anxiety and aid self-regulation.</p> <p>Case studies detail improvements and progress in the development of self-esteem, confidence and resilience.</p> |

|   |   |
|---|---|
|   | <p>Pupil and parent voice demonstrate progress from initial starting points.</p> <p>Teachers will be well supported by the SENCO &amp; Emotional Literacy provision MyHappyMind.</p>  |
| <p><b>2. Reading and Phonics</b></p> <p>Pupils will achieve age-appropriate expectations in reading.</p> <p>Disadvantaged pupils will demonstrate improved reading fluency and comprehension skills, narrowing the attainment gap with their non-disadvantaged peers.</p>                     | <p>A higher percentage of disadvantaged pupils achieve outcomes in-line with, or above, national average by the end of KS2 in reading.</p> <p>A measurable increase in reading fluency and comprehension, reflected in both internal and external assessments.</p> <p>Narrowing of the attainment gap in reading, with disadvantaged pupils achieving closer to or in line with their non-disadvantaged peers.</p> <p>Pupils are supported to develop strategies to overcome challenges acting as a barrier.</p> <p>Pupils are receiving the correct provision and intervention to remove barriers to learning.</p> <p>Pupil progress meetings will demonstrate the development of strategies to improve pupil progress and outcomes.</p> <p>Pupil voice will indicate an understanding of the progress made on their learning journey.</p> |
| <p><b>3. Attendance</b></p> <p>To achieve and sustain improved attendance for pupils, particularly our disadvantaged pupils.</p> <p>The school will cultivate a supportive environment that promotes the importance of regular attendance and its link to academic success and wellbeing.</p> | <p>Overall percentage of attendance for disadvantaged pupils improves, with a reduction in persistent absence rates.</p> <p>Effective engagement with targeted families results in improved attendance patterns, supported by regular communication and collaborative action plans.</p> <p>Pupils feel supported and motivated to attend school regularly, evidenced by improved engagement, well-being surveys, and feedback from pupils.</p> <p>Anxiety when attending school has decreased.</p>  |

## 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 |
|--|--|-------------------------------|
| <p>To provide disadvantaged pupils with the opportunity for focused group work to take place with a continuous input of quality first teaching and learning.</p> | <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 five months progress, on average, over the course of an academic year.</li> <li>• Within class attainment grouping has a positive impact, on average, of two months additional progress. <a href="#">EEF</a></li> </ul>   | <p>1,2</p>                    |
| <p>Consistent approach to the teaching of reading across the school from Early Years through to Year 6.</p>  | <ul style="list-style-type: none"> <li>• CPD for all teaching staff.<br/>Little Wandle in EYFS and KS1.<br/>Whole Class Reading in KS2. Big Cat Scheme</li> </ul> <p><b>DEVELOPMENT OF LANGUAGE CAPABILITIES</b></p> <ul style="list-style-type: none"> <li>• Purposeful speaking and listening activities supporting pupils' language development including collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; oracy development with pupils articulating their ideas verbally.</li> <li>• Promotion of high-quality dialogue in and around the classroom supporting the development of thinking and language use.</li> <li>• Extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure.</li> </ul> <p><b>DEVELOPMENT OF READING FLUENCY</b></p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <ul style="list-style-type: none"> <li>• Guided oral reading instruction, modelling, re-reading, choral and echo reading.</li> </ul> | <p>2</p>                      |

|  |   |     |
|--|---|-----|
|  | <p style="text-align: center;"><b>READING COMPREHENSION</b></p> <p>Teaching specific strategies that pupils can apply to monitor and overcome barriers to comprehension.</p> <ul style="list-style-type: none"> <li>• Prediction, questioning, clarifying, summarising and activating prior knowledge.</li> </ul> <p><a href="#">EEF summary of recommendations.</a></p>  |     |
| <p>To source and purchase class special six books to support children’s understanding of protected characteristics, Courageous Advocacy, British Values, Classical Literature, Other Cultures and Curriculum Linked.</p>     | <ul style="list-style-type: none"> <li>• Supports with extending the range of literature the children are immersed in. Links with Personal, Social and Relationships Education.</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 Teaching and Learning Tool Kit</a></p> <ul style="list-style-type: none"> <li>• The EEF Guidance Report- “Pupil Premium: A Toolkit for Schools” (2023) stresses that skilled and well-deployed teaching assistants play a crucial role in supporting Pupil Premium students. Collaboration between teachers and TAs to plan and implement interventions is emphasised as an effective approach.</li> </ul> | 1,2 |
| <p>To purchase, train staff and implement a whole school, age-appropriate scheme to support wellbeing.</p> <p>My Happy Mind</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> <p><a href="#">EEF Teaching and Learning Toolkit</a></p>  | 1,2 |

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

Budgeted cost: £ 3500

| 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> <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.</li> </ul> | 2                             |

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

Budgeted cost: £ 7000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Set High Expectations</p> <p>Use Data Effectively</p> <p>Incentives for Attendance</p> | <ul style="list-style-type: none"> <li>Establish clear attendance expectations and communicate them regularly to pupils and parents to help instil a culture of attendance and accountability.</li> <li>Regularly analyse attendance data to identify patterns and intervene early with families whose children are at risk of persistent absence.</li> <li>Create an incentive programme that rewards pupils for good attendance, taking into account the</li> </ul> | 3                             |

|   |  |            |
|---|--|------------|
| <p>Targeted support from EWO</p>  | <p>responsibility lies with the parents/carers. This can motivate pupils and encourage families to prioritise attendance.</p> <ul style="list-style-type: none"> <li>• EWO support and Educational Psychology to meet the needs of students to provide tailored support and resources to help families overcome barriers to attendance.</li> <li>• Strengthened partnership with parents/carers.</li> </ul> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</a></p> |            |
| <p>Improve the quality of social and emotional learning. Social and emotional approaches will be embedded into routine educational practices and supported by CPD for staff. Provision will be MyHappy Mind</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> </ul>  | <p>1</p>   |
| <p>Funded before school care provision to enable children to be attending school.</p>   | <p>Continue to reduce the gap in attendance rates and punctuality between disadvantaged and non-disadvantaged.</p> <p>Inclusion of academic support and enrichment activities, helping to provide a safe and structured environment for vulnerable pupils.</p>   | <p>1,3</p> |

**Total budgeted cost: £ 15000**



## 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 2023 to 2024 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 continued impact of the new reading and phonics scheme 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.

Through our use of 1:1 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 sensory room (a repurposed group room) has given individuals a calming place to go for reflection, time away from others to allow regulation. Pupil voice demonstrated that pupils enjoyed this environment as it had a variety of resources to divert attention, aided 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 23-24 evidenced disadvantaged pupils are now 2% lower in their attendance compared to non-disadvantaged. This percentage difference has diminished as in 2022-23 this was 5% therefore demonstrating actions taken were leading to a positive impact upon how often children attended school.

#### Group Analysis by Vulnerability

Period: 01/09/2023 AM to 24/07/2024 PM

Whole School

Percentages

|                      | Pupils in group | Attendances | Authorised Absences | Unauthorised Absences | Late Before | Late After |
|----------------------|-----------------|-------------|---------------------|-----------------------|-------------|------------|
| Free School Meals    | 11              | 92.83       | 6.33                | 0.83                  | 2.22        | 0.00       |
| No Free School Meals | 161             | 94.54       | 4.61                | 0.85                  | 0.50        | 0.00       |

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        | <a href="https://play.ttrockstars.com">play.ttrockstars.com</a>                                 |
| Purple Mash (online platform) | 2 Simple  |
| Spelling Shed                 | <a href="https://www.spellingshed.com/en-us">https://www.spellingshed.com/en-us</a>             |
| White Rose Maths              | <a href="https://whiteroseeducation.com/resources">https://whiteroseeducation.com/resources</a> |

## 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.*