# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | Lidget Green Primary School |
| Number of pupils in school | 603 |
| Proportion (%) of pupil premium eligible pupils | 180 29.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Christine Moran Headteacher |
| Pupil premium lead | Afshan Hassan Assistant Headteacher |
| Governor / Trustee lead | Dierdre Bailey |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 234,997 |
| Recovery premium funding allocation this academic year | £ 24,505 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 259,502 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   The current pupil premium strategy aims to achieve this through:   * Ensuring that teaching and learning opportunities meet the needs of all pupils. * Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.   The key principles of our pupil premium strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | * Vulnerable families with emotional and social needs |
| 2 | Vulnerable families lacking engagement with education |
| 3 | * Low attendance that impacts negatively on learning |
| 4 | Lack of *cultural capital* and experience impeding ability to contextualise learning |
| 5 | Low baseline pupils on entry to YR |
| 6 | Underachievement due to lack of engagement with education |
| 7 | Speech and language delay |
| 8 | English Additional Language/New to English |
| 9 | Pupils missing early foundations of writing in KS1 due to Covid lockdowns |

## 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.

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| Intended outcome | Success criteria |
| Pupils have accelerated progress in Reading, Writing & Maths to narrow gaps in learning. | |  | | --- | | 1. Standards will be at or above National Average. | |
| PP tracking is robust and is used to inform subsequent provision | PP data will be tracked at baseline, DP1, DP2 and DP3.  Formative & summative assessments will be used to set up specific interventions for PP pupils who are falling behind.  Interventions will be monitored. |
| Support is provided for families’ and pupil’s social, emotional and health needs | Needs of vulnerable families and pupils are met. |
| Through rigorous approaches to persistent absence, extended leave and long-term absence, pupils’ attendance is improved and no longer limits access to learning | Attendance improves from 93% to the national average 96.2%. |
| More able pupils are achieving above age-related expectations | More able pupils achieve national average in R, W & M and combined. |
| Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national average | % gap closes between PP and non-PP pupils in internal and external data. |
| Low baseline pupils are school ready in the summer term | Children who are targeted to achieve GLD by end of Reception hit their target. |

## 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: £169,131

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High priority for staff CPD to meet the needs of all children with a focus on:   * Implementation of new Early Years Curriculum in Nursery and Reception. * Implementation of Dialogic talk in the classroom throughout school. * Development of the wider curriculum. * Development of Indoor & outdoor Provision across all of KS1. | |  | | --- | | 1. EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. |   [EEF implementation guidance](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf) | 2,4,5,7,8 |
| Improvements to quality first teaching secured by the employment of outstanding practitioners, rigorous internal monitoring, school to school support within the West 1LAP, additional support from external curriculum consultant and brokered support from LA Educational Advisor. | [EEF implementation guidance](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf) | 2,4,8 |
| Clear expectations set by school’s assessment system – children understand their next steps for learning. | [EEF Teacher Feedback to Improve Pupil Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 2,5,6,8,9 |
| Focus strategies for tracking PP – data analysis, 3x a year pupil progress meeting with senior leaders focused on PP – ongoing CPD for staff in the effective use of Target Tracker and release teachers as cohort to enable planning for interventions and combined outcomes for PP at ARE and GDS. | [EEF implementation guidance](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf) | 2,5,6,8,9 |

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

Budgeted cost: £62,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Intervention groups for pupils who have been identified at pupil progress meetings as not making expected or accelerated progress in line with their end of year target for reading, writing, maths and the prime areas of the Early Years Curriculum. | [Small group tuition EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small) | 2,5,6,8,9 |
| Catch up groups for phonics – staff to work with targeted groups. All targeted PP children to access additional phonic sessions weekly according to need. | [EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2,5,6,8,9 |
| Year 2 data was lower compared to other year groups, so extra intervention/support in Year 3. | [Small group tuition EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small) | 2,5,6,8,9 |

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

Budgeted cost: £27,475

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High priority for staff CPD to meet the needs of all children with a focus on  Behaviour policy relaunch post lockdown.  Team Teach training for identified staff. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1,2,6 |
| School Attendance Officer ensures all children attend on a regular basis. Focussed tracking and intervention for PP and PA children – first day visits, ½ termly and 4 weekly meetings with parents, celebration of improved attendance.  SLA with Bradford LA ESW service to work alongside the Attendance officer | [Attendance EEF evidence](https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf)  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 3 |
| Inclusion Manager to support disadvantaged pupils and families across school. The IM has responsibility for line managing the staff within the pastoral team, works alongside the SEND coordinator and DSL and HT. Key focus on CP, transition, family support, interventions for behaviour support. | [EEF Parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  [Social & emotional learning EEF evidence review](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning) | 1,2,3,6 |
| Pastoral team of 4 develop intervention and nurture activities to support children with SEBD challenges and disadvantaged pupils. Aim to reduce behaviour incidents and ensure all children have the opportunity to access all aspects of learning. | [EEF Parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  [Social & emotional learning EEF evidence review](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning) | 1,2,3,6 |
| Purchase of Mindfulness package to teach children strategies such as mindful breathing techniques, meditation, yoga and understanding feelings to help with pupil well-being. This is being rolled out over a month with a focus on Mindfulness. | <https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf> | 1,6 |
| Learning mentor to provide small group breakfast club provision on Monday & Friday morning to support and settle children with SEMH after the weekend and those children who may not otherwise have access to breakfast. | [Social & emotional learning EEF evidence review](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning) | 1,2,3,6 |
| Broad, balanced curriculum - contribution made to fund outdoor learning including Forest Schools, horse riding, Y6 Residential, film experience, special curriculum days and weeks e.g. arts week, science week, Proud to be from Bradford Topic, Enterprise week | [EEF implementation guidance](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf) | 1,2,4 |

**Total budgeted cost: £259,502**

# 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 2020 to 2021 academic year.

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| **Outcomes from academic year end 2021**  **Pupil Premium Data Point 3 Outcomes June 2021 ( Covid 19 lockdown interrupted end of year assessment)**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading EXS** | **Reading GDS** | **Writing EXS** | **Writing GDS** | **Maths EXS** | **Maths GDS** | **R/W/M Combined EXS** | **R/W/M Combined GDS** | | **Key stage 1 Teacher Assessment** | **40%** | **3.3%** | **20.0%** | **0%** | **36.7%** | **6.7%** | **20.0%** | **0%** | | **Key Stage 2 Teacher Assessment** | **71.4%** | **34.4%** | **68.6%** | **20%** | **77.1%** | **20.0%** | **57.1%** | **17.1%** |     Review of Pupil Premium Plan 2021-22 (November 2021)  **Attendance**   * **25 children identified as Persistently Absent (PA)**   **17/25 are Pupil Premium.**  **IK is working closely with the parents of these children to improve attendance.**  **Weekly class celebrations taking place for the class with the highest %.**  **One class has already won AMAZING ATTENDANCE**   * **9/25 PA children have been referred to ESW who is now working alongside IK to improve attendance with the most challenging attendees.**   **Inclusion & wellbeing**   * **1 out of 5 days is spent mentoring children of high need. 4 out of 5 days is used to focus on supporting children/families with social service involvement. The number of families with social care involvement has increased vastly since lockdown.** * **80 children are receiving support by the Inclusion Team. Support includes 1:1, nurture breakfast, playground support, daily check ins and attendance support.**   **47/80 are Pupil Premium.**  **This support is reviewed half termly using qualitative and quantitative data.**  **Team is currently reduced to 2, as one member is working alongside a TLA with a high**  **need child.**  **Recruitment for Learning mentor is pending.**   * **26 children access nurture breakfast across school. This is helping to settle identified children after the weekend.** * **Whole school Mindfulness Project will be run again in Summer 1 2022 after having been trialled successfully in June 2021.**   **Wider curriculum & enrichment activities**   * **80 LKS2 Pupil Premium children accessed a cinema trip linked to the Stone Age – History curriculum.**   **A very successful whole school Arts week took place in Autumn 2.**  **Recruitment for a Forest Schools practitioner is pending.**  **Teaching & Learning**   * **CPD all on track which means that initiatives are being implemented.** * **Monitoring is in its early stages for this academic year. Impact will be reported later in the year.** * **Teachers follow marking policy. Teacher impact (T.I.) during lessons means that children know how to rectify mistakes and know what to do next. This has been monitored in Maths books so far. English books will be monitored next.** * **Pupil Premium children have been set aspirational but achievable targets to close the gap with non - Pupil Premium children.**   **Cohort interventions planned and delivered for Pupil Premium children (staff absence has impacted on this).**   * **PP and other children requiring catch up identified and are receiving small group interventions.**   **11 PP children in Y2 are receiving extra interventions to close the gap with their peers.** |

## 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*

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| Programme | Provider |
| N/A |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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