

# Pupil premium strategy statement: Ladybridge Primary School

1. Summary information					
School	Ladybridge Primary School				
Academic Year	2019/20	Total PP budget (based on summer 2019 data)	£ 52,800	Date of most recent PP Review	September 2019
Total number of pupils	157	Number of pupils eligible for PP	40 (33%)	Date for next internal review of this strategy	September 2020

2. Current attainment KS2				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average</i>
% achieving Expected Level or above in reading, writing and maths			38%, 14% GDS	64%
% achieving Expected Level or above in reading	45%, 9% GDS		52%, 19% GDS	73%
% achieving Expected Level or above in writing	55%, 9% GDS		71%, 14% GDS	79%
% achieving Expected Level or above in maths	36%, 9% GDS		48%, 19% GDS	79%

Current attainment KS1				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average</i>
% achieving Expected Level or above in reading, writing and maths				
% achieving Expected Level or above in reading	42%, 17% GDS		59%, 24% GDS	75%
% achieving Expected Level or above in writing	42%, 17% GDS		55%, 10% GDS	69%
% achieving Expected Level or above in maths	50%, 8% GDS		62%, 17% GDS	76%

Current attainment EYFS				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>All pupils in school</i>	<i>All children national average</i>
% achieving a Good Level of Development	50%	66%	61%	71.8%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	

	The gap in KS2 statutory results show that non-pupil premium children achieve higher than pupil premium children.
<b>B.</b>	On entry to Reception children are below national expectations across all areas of learning, (low baseline).
<b>C.</b>	On entry to KS1 Pupil Premium children are below national expectations across all areas of learning, significant progress was made in 2018-19 leading to a GLD of 60% for Pupil premium children, (excluding resource children) this good practice needs to continue.
<b>D.</b>	Emotional Health and Well-being of Pupil Premium children.
<b>E.</b>	A number of Pupil premium children were also identified as having Special Education Needs, (SEN support).
<b>F.</b>	Behaviour issues are significantly lower than in previous years however there is still a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers, these Pupil Premium children work with the Learning Mentor and Pastoral Team throughout the year. Some of these children are pupil premium and are on the SEND register with designated Social, Emotional and Mental Health difficulties.
<b>G.</b>	Low outcomes for children at the end of Key Stage 1 show that children are not Key Stage 2 ready.
<b>H.</b>	Year 4 children need to be prepared for the times table test in June 2020, 67% are currently on track, the 33% will need support.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>H.</b>	There is an approximate 2% difference in attendance between pupil premium and non-pupil premium children, (93% pupil premium and 95% non-pupil premium)
<b>I.</b>	Some Pupil Premium children come to school hungry, (not having had breakfast), some children have poor punctuality.
<b>J.</b>	Mobility of pupils puts Ladybridge in the bottom centile for stability.

**2. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	There will not be a gap between pupil premium and non-pupil premium children's attainment.
<b>B.</b>	Improve the number of Pupil Premium children attaining a Good Level of Development	Pupil premium children will make good progress from their starting points. This will impact on their age related attainment.
<b>C.</b>	For children to be KS1 and phonic check ready.	Continue to invest in Read Write Inc training, development days and resources. Read Write Inc will have an impact on the number of children who pass the phonic check.
<b>D.</b>	For year 4 children to pass the times tables test.	Times tables interventions will be effective.
<b>E.</b>	To improve the health and well-being of Pupil Premium children.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>F.</b>	For children who are both SEND and pupil premium to make 'good' progress.	Good progress will be made and the gap between pupil premium/SEND children and typical children will narrow.
<b>G.</b>	To improve the behaviour of children with issues, (SEMH).	Children will have improved behaviour and attitudes to learning, there will be fewer exclusions in this cohort of children. Attitudes to learning will improve and this will lead to higher outcomes for these children.
<b>H.</b>	The gap in attainment will be narrowed during Key Stage 1.	The pupil premium gap will be narrower and more children will be at age related expectations at the end of Key Stage 1.
<b>I.</b>	Attendance of pupil premium children to be the same as non-pupil premium 95%	Pupil premium attendance will be in line with their peers 95%.

	Children will be in school on time and will have had a healthy breakfast.	Pupil Premium children will attend breakfast club free of charge, this will ensure that they have a healthy breakfast and that they start the school day on time.
<b>K.</b>	To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.	There will be stability in the cohort.

**3.  
Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>
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Improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> <li>Targeted use of interventions for pupil premium children bespoke to the individual needs of children.</li> <li>3 times per week Leicester Inference Project</li> <li>Maths recovery Intervention.</li> <li>Writing Intervention</li> <li>Year 6 teacher boosters spring 2020.</li> <li>Teacher appraisal.</li> </ul>	KS2 SATs data shows that in 2019 there was a marked gap between Pupil premium and non-pupil premium children. Use of pupil premium funds for support staff to target particular gaps identified during pupil progress meetings for children entitled to pupil premium funding. Intervention data shows that interventions are effective in narrowing the gaps.	<ul style="list-style-type: none"> <li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill/Patrick Fenwick/Amy Davies	<p><b>Autumn term review</b> - Interventions have been carried out, there has been some staff sickness that has impacted on how regular these have been, some interventions will need to continue into the spring term. Boosters have been diarised for spring 2020.</p> <p><b>Spring term review</b> – interventions have continued for the same children as staff sickness has had an impact. Staff who are carrying out the interventions are reporting good progress.</p>
<b>B.</b> Improve the number of Pupil Premium children attaining a Good Level of Development	Read Write Inc training for EYFS and KS1	Rapid progress is being made from low starting points for pupil premium children in phonics, continue to develop and embed practice.	<ul style="list-style-type: none"> <li>Read write Inc development days</li> <li>Read Write Inc lead to assess regularly.</li> <li>Read write Inc observations and Master Classes.</li> </ul>	Hayley Nugent	<p><b>Autumn term review</b> – This year the reception cohort have a very low baseline, (see data), early interventions such as Welcomm and Read Write Inc support have started, the impact will be reviewed at the spring pupil progress meetings.</p> <p><b>Spring term review:</b> The 6 EYFS PP pupils are making good progress, 3 are on track for GLD, in the PP group there is 1 is LAC and 1 EHCP</p>
	Improving the teaching and provision in EYFS	Continued investment in EYFS, (see outdoor learning area development in 2019-20).	<ul style="list-style-type: none"> <li>Learning walks will show enhanced provision.</li> <li>Pupil progress data will show an improvement.</li> </ul>	Kim Goodwin	<b>Spring term review:</b> investment is helping the outdoor area to develop further.

	Nursery Nurses Used for Interventions.	Interventions for pupil premium children have proved effective in narrowing the gap for EYFS children. Interventions to be allocated through pupil progress meetings. Children in the Reception year in the EYFS will have the following interventions:- WellComm, Maths Intervention, Nurture Group and Speech and Language Therapy.	Assessment, formative and summative will show good progress. The EYFS lead will show through pupil assessment data how the gap is narrowing during Pupil progress meetings.	Kim Goodwin	<b>Autumn term review</b> – This year the reception cohort have a very low baseline, early interventions such as Welcomm and Read Write Inc support have started, the impact will be reviewed at the spring pupil progress meetings. <b>Spring term review:</b> None of the January starters were toilet trained so the nursery nurses have had to prioritise self-care with the new starters, the interventions are still taking place but there are fewer.
<b>C.</b> For children to be KS1 and phonic check ready.	Read Write Inc training for EYFS and and KS1	Low Good Level of Development in 2019, (61% all children, 50% pupil premium), shows that the pupil premium children in year 1 this year are not adequately prepared for the phonic check in June 2020.	<ul style="list-style-type: none"> <li>• Read write Inc development days</li> <li>• Read Write Inc lead to have a morning of leadership time to carry out tasks</li> <li>• Read Write Inc lead to assess regularly.</li> <li>• Read write Inc observations and Master Classes.</li> </ul>	Hayley Nugent	<b>Autumn term review</b> – Read write Inc day booked for 20.1.20. <b>Spring term review:</b> RWInc development day showed that children are making good progress in phonics and the master classes were really useful CPD.
<b>E.</b> For children who are both SEND and pupil premium to make 'good' progress.	Targeted Interventions bespoke to the individual needs of children.	Children who fall into both the SEND and Pupil Premium group are less likely to be working at Age Appropriate Levels.	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Patrick Fenwick	<b>Autumn term review</b> – pupil progress meetings show that children pupil premium children with SEND have interventions planned and carried out, unfortunately there has been some sickness and the interventions have not all been carried out. Pupil progress meetings how 'good' progress for children with SEND, see data. <b>Spring term review:</b> Although the SEND children are not expected to make ARE they are making very good personal progress and the Inclusion is excellent.
<b>G.</b> The gap in attainment will be narrowed during Key Stage 1.	<ul style="list-style-type: none"> <li>• Targeted Interventions bespoke to the individual needs of children.</li> <li>• Daily Read Write Inc</li> <li>• Read Write Inc catch</li> </ul>	Pupil Progress data shows clearly that there is an attainment gap between Pupil Premium children and their peers, this is particularly marked in writing and maths.	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill	<b>Autumn term review</b> – Pupil progress data shows that most children are making good progress (see data). <b>Spring term review:</b> Interventions stalled due to staff sickness, they are taking place now.

	<ul style="list-style-type: none"> <li>up 1-1 Intervention.</li> <li>Maths recovery Intervention/Writing Intervention.</li> </ul>				
H. Year 4 pupil premium children will pass the times table test	<ul style="list-style-type: none"> <li>Times-table Rock-stars daily.</li> <li>Intervention for PP children at risk of not passing the test.</li> </ul>	33% of the PP children in year 4 are below ARE in maths	<ul style="list-style-type: none"> <li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emily Burke Emma Hill Amy Davies	<p><b>Autumn term review</b> – TT rock stars is being promoted by the class teachers, interventions have begun for PP children at risk of not passing.</p> <p><b>Spring term review:</b> maths teaching has been split into smaller groups in KS2 to provide extra support for year 4 children.</p>

**Total budgeted cost**  
Read Write Inc development days and training for new school staff  
% of SENCO Salary, % 3 Teaching Assistant Salaries

£5,000 (approx.)  
£30,000 (approx.)  
**£35,000**

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. To improve the health and well-being of Pupil Premium children.	<ul style="list-style-type: none"> <li>Learning Mentor Targeted group and individual support.</li> <li>Pastoral Manager support for families.</li> <li>Agency support groups (Me2 etc), to take place in the Hub.</li> <li>Mouse club, to welcome and engage new families to school, outreach work to help prepare for school readiness.</li> <li>My mum and me, Dad and lad cooking etc. during and after school family groups to build community cohesion and strengthen bonds.</li> </ul>	<p>Our current pupil premium population consists of:-</p> <ul style="list-style-type: none"> <li>1 looked after child</li> <li>1 children with a child protection plan</li> <li>3 children who are part of a family in TAC level 3 (Social Worker, agency involvement).</li> <li>2 children in TAC level 2.</li> <li>children who we are monitoring through school support and notes of concern.</li> </ul> <p>This shows that our Pupil Premium cohort require interventions, support and involvement including areas of health, well-being, parenting support, agency support and social worker support.</p>	<ul style="list-style-type: none"> <li>Supervision of Learning Mentor by Pastoral Manager.</li> <li>Weekly meeting with Headteacher and Pastoral Manger.</li> <li>Measuring the impact of support for families through evaluation of support packages, attendance registers, monitoring appearance of children, pupil voice regarding well-being, improved behaviour of pupils, less exclusions for this group of children.</li> <li>Regular scrutiny of TAC minutes, Conference outcomes etc.</li> <li>Weekly liaison with the school's allocated Social Worker and School Age Plus Worker.</li> </ul>	Laura Bailey (Pastoral Manager), Emma Hill, (Headteacher/Safe guarding Lead)	<p><b>Autumn term review</b> – There haven't been any exclusions or physical interventions this term from any groups of children. We do have three children who are currently on report and there are a number of children PP and non-PP who are supported by our PBSS teacher Emma Geary.</p> <p>Laura Bailey runs a weekly 'Crafternoon' with parents.</p> <p>Laura Bailey and Sarah Ratcliffe run a weekly pre-school story club 'Once upon a time club'</p> <p>Half termly TAS meetings have taken place with actions that are followed up.</p> <p><b>Spring term review:</b> There have</p>

	<ul style="list-style-type: none"> <li>Coffee afternoons and drop ins with Pastoral Manager and professionals such as the school age plus worker, school nurse etc.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil Progress meetings data.</li> </ul>		<p>been no exclusions so far this year, there has been 3 physical interventions, behaviour and attitudes in school are good. School continue to work closely with PBSS and other agencies. TAS has been less effective due to the need to have parental permission to discuss families.</p>
F. To improve the behaviour of children with issues, (SEMH).	<ul style="list-style-type: none"> <li>Learning Mentor Targeted group and individual support.</li> <li>Continued development of a 'Needs Led' Hub to support children with a range of issues.</li> <li>PBSS advice and support for children and teachers.</li> </ul>	<p>There are behaviour issues for a small group of children throughout all key stages, (mostly eligible for PP). This is having detrimental effect on their academic progress and that of their peers.</p> <p>There are a number of children, who need pastoral support through small group work or individual bespoke plans in order to develop resilience and emotional literacy for learning and unstructured school times.</p>	<ul style="list-style-type: none"> <li>Supervision of Learning Mentor by Pastoral Manager.</li> <li>Supervision of Teaching Assistant by Learning Mentor</li> <li>Evaluation of the exclusion data.</li> <li>Monitoring and evaluation of the behaviour records in school.</li> <li>Monitoring of bullying records.</li> <li>Monitoring of behaviour letters/ report cards/loss of playtime etc.</li> </ul>	Emma Hill/ Headteacher Sarah Ratcliffe/ Learning Mentor	<p><b>Autumn term review –</b> The HUB is supporting children who have difficulty regulating their behaviour. Many of these children are in our pupil premium group. The HUB is an essential part of our support for pupil premium children who need additional support.</p> <p><b>Spring term review:</b> The HUB has been very effective in supporting children and families with behaviour issues, there has not been any exclusions this year.</p>
<p>% Learning Mentor salary, % Pastoral Manager salary, % Attendance Admin staff salary, , % Teaching Assistant salaries, (already accounted for).</p>					<p><b>Total budgeted cost</b> £20,000 (approx.)</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
H. Attendance of pupil premium children to be in line with non-pupil premium (95%)	<ul style="list-style-type: none"> <li>Pastoral Manager support for families.</li> <li>Admin scrutiny of registers daily, texts for children with less than 95% attendance, letters for persistent absence</li> <li>Fortnightly meetings with the Education Welfare Officer</li> </ul>	<p>Pastoral Manager is very effective in engaging with families and offers support through parenting classes, drop in sessions, liaison with the School Age Plus worker and Social Workers.</p> <p>Attendance of Pupil Premium children continues to be a difficult issue for school to resolve.</p>	<ul style="list-style-type: none"> <li>Weekly scrutiny of registers.</li> <li>Registers of families that take up the Parenting Classes.</li> <li>Attendance will improve.</li> </ul>	Trish Houghton (supported by Emma Hill, Laura Bailey in school and professionals out of school such as the EWO, Social Workers and SA+ workers)	<p><b>Autumn term review –</b> The EWO Olivia Oldham has attended school each fortnight in the autumn term. She has met with families and has taken part in 'late at the gate' meetings. Olivia attends our TAS meetings. In spite of a much higher EWO presence we are still really struggling to improve our pupil premium attendance. Whole school attendance is 95%, pupil premium sits at approximately 93%.</p> <p><b>Spring term review:</b> As autumn,</p>

	<ul style="list-style-type: none"> <li>Contracts and fines for persistent absence</li> <li>School Age plus support for families in difficulty</li> <li>Half termly item on the Team Around the School Meeting</li> </ul>				whole school attendance is improving and there are less children who are persistently late or persistently absent. In spite of high EWO support in terms of contracts and fines (punitive), School Age Plus worker/Social Worker (Supportive) we are not making the same gains in our pupil premium cohorts.
I. Children will be in school on time and will have had a healthy breakfast.	Breakfast club from 8 o'clock each day providing a healthy breakfast. There will be a facility for homework and reading daily for Pupil Premium children.	Some of the children come to school without breakfast and are often late. Homework and reading support will help to narrow the attainment gap between pupil premium children and their peers.	<ul style="list-style-type: none"> <li>Monitoring the Breakfast club with learning walks.</li> <li>Monitoring reading records and homework.</li> <li>Pupil progress meetings.</li> </ul>	Emma Hill	<b>Autumn term review</b> - 15 pupil premium children use breakfast club regularly. (We have between 10 -20 pupils in breakfast club each day)
J. To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.	<ul style="list-style-type: none"> <li>Pastoral Manager support, weekly drop in sessions.</li> <li>School Age plus worker.</li> <li>'Stay and Learn' events and 'How to Help your Child Learn' events.</li> <li>Mouse club to welcome new families to school and help with transition and school readiness</li> <li>Pastoral Team to begin weekly toddler group to engage difficult to reach families before they are school age.</li> </ul>	Mobility of pupils Raise Online shows that in 2015-16 school stability was 75.4%, National Average 85.7%, this puts Ladybridge in the bottom centile for stability. We want to engage our families positively.	<ul style="list-style-type: none"> <li>Parent questionnaire.</li> <li>Parent feedback after events, what works well, what could we improve?</li> </ul>	Emma Hill	<b>Autumn term review</b> – since the end of summer we have had 21 children who have left school and 11 start school. One child left and came back. Mobility continues to be an issue at Ladybridge.
<p>(i) In addition to the above pupil premium money it is likely that there will be support for families as needed for homework materials, school trips, school uniform items such as shoes, and residential trips. This is because we have had children who cannot complete homework, children without shoes and uniform, children whose parents cannot afford trips; we feel that this is an appropriate way to support children and families living in poverty.</p> <p>(ii) In July 2019 school took part in a poverty proof audit, every child in school was given the chance to talk about their perspective on school life in relation to poverty. There was a parent, staff and Governor questionnaire as well. Overall our report was positive, we are beginning to address the areas that the report highlighted such as school photographs.</p> <p>(iii) We have changed our photographer to one that is less expensive to try to help parents that are struggling to pay.</p>					
					<b>Estimated cost £2,500</b>

<p style="text-align: right;"><b>Total budgeted cost</b></p> <p>Breakfast club salaries, cost to school £200 per week £8200 per school year. Other salaries, (already accounted for).</p>	<p><b>£5,000</b></p>
<p><b>Total Cost of all strategies, (including money diverted from school funds).</b></p>	<p><b>£ 62,500</b></p>