

Ladybridge Primary School Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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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

Detail	Data
School name	Ladybridge Primary School
Number of pupils in school	146 including nursery
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023, evaluated termly, updated annually
Date this statement was published	11 th October 2021
Date on which it will be reviewed	1 st September 2022
Statement will be authorised by	Resources Governing Body 15 th November 2021
Pupil premium lead	Mrs Emma Hill - Headteacher
Governor / Trustee lead	Acting Chair of Governing Body Professor Nick Silikas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,595
Recovery premium funding allocation this academic year	£ 6,120
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	£ 77,715

Part A: Pupil premium strategy plan

Statement of intent

Rationale - At Ladybridge we feel that all children have the ability to succeed in education. As an inclusive school we have high aspirations for all of our pupils. In 2019 we took part in a poverty audit with the University of Manchester and have developed our planning in response to the report and the professional development from that project. As well as the 35% of children entitled to Pupil Premium funding Ladybridge has a high population of disadvantaged pupils who are not entitled to pupil premium funding, we know this through our relationships with parents and the number of services that we work with that support our disadvantaged families. The school's location is in quintile 5 for deprivation indicators. Ladybridge currently has 35% children entitled to pupil premium funding this is higher than national which was 23% in 2020. Ladybridge has a high percentage of children with SEND who are part of the pupil premium cohort, pupil analysis shows that our SEND population often have 2 or 3 barriers to learning. We have an increasing group of children with English as an Additional Language and children who are asylum seekers or refugees. We have 2 Looked After children and two children who have a parent in the armed forces. We ensure that our pupil premium planning is inclusive of the nine protected characteristics listed in the 2010 Equality act and value our diverse families, giving support when needed.

Intention – Our pupil premium children will attend school in line with non-pupil premium children (at least 95%). Our pupil premium children will make good progress from their starting points; they will have a sense of well-being, they will not be hungry, they will have clothes that are suitable for the season and as a result will have good behaviour for learning and will achieve well. Pupil premium children that have been negatively affected by covid-19 will have appropriate interventions that will allow them to make at least good progress.

Implementation – Pupil premium data is scrutinised at termly pupil progress meetings; children are identified for curriculum interventions based on this data. Children complete a well-being survey, children's scores are analysed and children with low self-esteem or low mood work with the Pastoral Manager on interventions that help to improve mental health and low mood. Food parcels, breakfast club, uniform, equipment etc. are given as needed to children living in poverty. The school links with agencies such as the Ethnic Diversity Service, Startwell etc. to support our refugee and asylum seeker families and ensure that children have support with language development and inclusion in our cohorts. The school has a half termly Team Around the School meeting with a range of agencies such as School Age Plus workers, Social Workers, School Nurse etc. to ensure that all barriers (not just academic) can be supported.

Impact – Our pupil premium cohort will achieve at least in line with national pupil premium children, we aspire that they will achieve in line with non-pupil premium children; progress will be at least good – one academic year’s progress each year or better. Pupil premium children who are also SEND children will make good progress in line with their SEND support plan targets. Pupil Premium children will have a sense of well-being and good attendance (at least 95%).

Challenges

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

Challenge number	Detail of challenge
1	Attainment of Pupil Premium children is lower than non-pupil premium children across school
2	Baseline data shows that Pupil Premium children are well below national expectations in all areas of learning
3	KS1 Pupil Premium children are below national expectations, this group have been particularly affected by the two lockdowns due to Covid-19
4	The annual wellbeing survey data identifies Pupil Premium children who need support with their mental health
5	Monthly scrutiny of behaviour files identifies Pupil Premium children who need support with regulating their behaviour, these children also often have ACEs, have or are experiencing family breakdown and Domestic Abuse at home.
6	KS1 Assessment data identifies Pupil Premium children who need intervention in KS2 to attain age related expectations
7	Assessment data identifies Pupil Premium children who need intervention to pass the times tables test
8	Pupil Premium attendance is lower than non- Pupil Premium, broadly 2%
9	Some Pupil Premium children come to school hungry
10	Pupil Premium children have high mobility
11	We have 2 international new arrival refugee families, poverty and language are barriers for these families
12	We have 2 children who have a parent in the armed forces

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
1. Attainment of Pupil Premium children will be in line with non-Pupil Premium children	Interventions will be tailored and effective. Assessment data will show that Pupil Premium children have made good progress
2. In EYFS Pupil Premium children will make rapid progress	End of EYFS assessments will show that children are KS1 ready and that interventions such as NELI, Welcomm and Mastering number are effective
3. KS1 Pupil Premium children who have been particularly affected by the two lockdowns due to Covid-19 will make rapid progress and the gap will be narrowed	Assessment data will measure the effectiveness of the interventions, the gap caused by lockdowns and missed education will be narrowed
4. Pupil Premium children will have a sense of well-being, their mental health will be typical, they will be able to take risks and be resilient learners	The well-being survey data will show improved mental health, children will make good progress
5. Behaviour in school is safe, children are keen to work and are on task. Families will be supported by children's services as needed	Behaviour files will show that the children's behaviour is safe. Support for families from school a children's services will be effective in reducing ACEs for children.
6. KS2 interventions will be designed around the needs of the children following on from termly pupil progress meetings	KS2 interventions will narrow the learning gap and children will make good progress.
7. Year 4 pupil premium children will have interventions for learning multiplication tests	Year 4 pupil premium children will pass the multiplication test in year 4
8. Support meetings, letters, parent contracts, visits from the Education Welfare Officer and as a last resort fines will encourage good attendance	Attendance will improve for Pupil Premium children to at least 95%

9. Breakfast club is available for all Pupil Premium children, most Pupil Premium children are entitled to Free School Meals as well. Food parcels are donated every week to Pupil Premium families.	Children will not be hungry
10. The support given to Pupil Premium children will encourage the families to stay at Ladybridge	There will be less mobility
11. We will link with the Ethnic Diversity Service and Startwell to ensure that the support we provide is right for these children, where possible interpreters will be used and documents will be provided in home languages	The families will feel welcomed into our community, they will settle quickly and will be able to understand what is required from school, e.g. times of the day, uniform etc. as a result they will make good progress.
12. Service children will have bespoke support, e.g. individual music lessons, well-being sessions, Forest Schools and where possible write letters, make pictures etc to send to the parent. Supported phone calls or a video platform may be used so that the children can see their parent.	Service children will be able to maintain a good links and relationships with their parents and feel connected through school and home life.

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: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching for all		
Targeted use of interventions:	Summer 2021 teacher's assessment shows that non-pupil premium children achieve higher than non-pupil premium	1, 2, 3, 6, 7

	children. Year 1 have been particularly affected by Covid lockdowns and missed learning	
EYFS - Wellcomm and NELI, (Communication and speech interventions)	Baseline shows that we have children who score very low in communication and language, some very little language	1, 2, 3, 6, 7
Read Write Inc 1-1 and small group sessions	End of EYFS data shows that the reception cohort is not year 1 ready, they have been particularly affected by the lockdowns. 54% GLD	1, 2, 3, 6, 7
Maths recovery	Pupil progress data has highlighted specific pupil premium children for support in their maths lessons, their progress is reviewed termly	1, 2, 3, 6, 7
Writing support	Pupil progress data has highlighted specific pupil premium children for support in their writing lessons, their progress is reviewed termly	1, 2, 3, 6, 7
Leicester inference,	Pupil progress data has highlighted specific pupil premium children for support in reading comprehension, Leicester Inference is a particular Intervention carried out by HLTAs the children's progress is reviewed termly	1, 2, 3, 6, 7
Year 4 times tables support,	Pupil progress data has highlighted specific pupil premium children for support in acquiring multiplication fact recall and use in lessons, TA's are supporting these children, the children's progress is reviewed termly	1, 2, 3, 6, 7
Year 6 boosters,	Spring each year - Pupil progress data in year 5 has highlighted specific pupil premium children for support in SATs preparation – this is carried out by teachers and TAs	1, 2, 3, 6, 7
SALT, OT and physiotherapy programmes	Children who fall into Pupil premium and SEND have bespoke support planned by professionals that is carried out by trained TAs	1, 2, 3, 6, 7

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

Budgeted cost: £ £ 6,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery premium	Bespoke Covid recovery - Pupil progress data shows that some Pupil Premium children who have missed school, chunks of learning, etc due to Covid need particular gaps filled. Personal assessment by Qualified teachers (who are part time) will carry out 15 hours of tutoring out of their normal working hours (using £2040 per term).	1, 2, 3,

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pastoral Manager will carry out targeted work with children, e.g. friendship groups, mindfulness, online safety, anti-racism, safe relationships, Me 2, My mum and me. Pupil Premium children will have a sense of well-being, their mental health will be typical, they will be able to take risks and be resilient learners	<ul style="list-style-type: none"> We have 2 LAC children, 14 children supported by children' services or School Age + workers, 2 children in TAC level 2 and 26 vulnerable children who are monitored through school support. A wellbeing survey is carried out at the start of each year, this is reviewed at the end of the year. Children who report low mood or have low self-esteem scores are identified to work with the Pastoral Manager. Parents and staff can also refer children to the Pastoral manager for a range of bespoke support sessions for confidence, self-esteem, friendship groups, domestic abuse support etc. 	4, 5

	<ul style="list-style-type: none"> Working in this way has reduced the number of fixed term or exclusions to zero since November 2018, the number of physical interventions has also reduced to zero. Behaviour in school is safe, children are keen to work and are on task. Families will be supported by children's services as needed 	
Breakfast club is available for all Pupil Premium children from 7.45 this ensures an on start time and that children are not hungry when they start their lessons, most Pupil Premium children are entitled to Free School Meals as well.	Pupil Premium attendance is 2% lower than non-Pupil Premium children	8, 9
Food parcels are donated every week to Pupil Premium families.	We give out between 22 and 29 food boxes every week, children are often hungry and ask for breakfast which is given.	8, 9
Team Around the School meetings and liaising with the Education Welfare service half termly, home visits, contracts, meetings with families, rewards for attendance between 97-100%, as a last resort fining for non-attendance at school.	Pupil Premium attendance is 2% lower than non-Pupil Premium children, meetings with families is effective in supporting better attendance.	8, 9
School Age plus worker support, stay and learn events, school readiness support, weekly coffee drop ins, school nurse drop ins, meeting families every day at the start and end of the school day	Ladybridge is in the fifth quintile for stability	10
We link with the Ethnic Diversity Service and Startwell to ensure that	Since September 1 st we have had 9 international new arrivals, 6% of the school, we have had similar patterns over the las two	11

the support we provide is right for international new arrivals, refugee and asylum seeking families, where possible interpreters will be used and documents will be provided in home languages	years, we have significantly more diversity and languages in the school than in previous years.	
Service children have bespoke support, e.g. individual music lessons, well-being sessions, Forest Schools and where possible write letters, make pictures etc to send to the parent. Supported phone calls or a video platform may be used so that the children can see their parent.	Pupil voice and Parent voice shows that this makes a big difference to their wellbeing.	12

Total budgeted cost: £ 82,120 (£4,405 overspend, some Interventions and activities are also for non-Pupil Premium children therefore school budget is used to top of the spend).

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
None	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children have bespoke support, e.g. individual music lessons, well-being sessions, Forest Schools and where possible write letters, make pictures etc to send to the parent. Supported phone calls or a video platform may be used so that the children can see their parent.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil voice and Parent voice shows that this makes a big difference to their wellbeing. 66% of the group (2/3 children) made better than expected progress in the year. 33% (1/3 children) has been given bespoke support including School of Military sessions.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2020-21 can be found here in the evaluated Pupil premium plan for 2020-21

1. Summary information					
School	Ladybridge Primary School				
Academic Year	2020/21	Total PP budget (based on summer 2019 data)	£ 72,630	Date of most recent PP Review	September 2020
Total number of pupils	153	Number of pupils eligible for PP	54 (35%)	Date for next internal review of this strategy	September 2021

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Last year's Teacher Assessment data shows that the gap in KS2 statutory results show that non-pupil premium children achieve higher than pupil premium children.
B.	On entry to Reception children are below national expectations across all areas of learning, (low baseline).

C.	On entry to KS1 Pupil Premium children are below national expectations across all areas of learning, significant progress was made in 2019-20, however most of the children have had 6 months out of school due to Covid-19 resulting in low entry to year 1 and from year 1 to year 2. Another lockdown in spring 2021 has affected this group negatively as well.
D.	Emotional Health and Well-being of Pupil Premium children.
• E.	A number of Pupil premium children were also identified as having Special Education Needs, (SEN support).
• F.	Behaviour issues are low 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 Pastoral Manager throughout the year. Some of these children have two barriers: pupil premium and are on the SEND register with designated Social, Emotional and Mental Health difficulties.
• G.	Low outcomes for children at the end of Key Stage 1 show that children are not Key Stage 2 ready.
• H.	Year 3 children need to be prepared for the times table test in year 4 June 2022, (61% of PP are currently on track, the 39% will need support).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
I.	Due to Covid-19 it is not possible to calculate whether there is a gap in attendance between pupil premium and non-pupil premium children, however historically there has been. We therefore need to monitor this carefully still.
J.	Some Pupil Premium children come to school hungry, (not having had breakfast), we give out 29 food boxes each week to families and often issue food bank vouchers.

K.	Mobility of pupils puts Ladybridge in the bottom centile for stability.	
L.	We continue to have a number of international new arrivals entitled to pupil premium funding due to asylum or refugee status	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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. Use covid catch up money for 1-1 tuition
D.	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).
E.	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.

F.	To improve the behaviour of children with issues, (SEMH).	Children will have improved behaviour and attitudes to learning, there will not be any exclusions in this cohort of children. Attitudes to learning will improve and this will lead to higher outcomes for these children.
G.	To improve outcomes for pupil premium children in KS1 do that they are ready for the challenges of KS2	Pupil premium children will be able to access KS2 curriculum.
H.	The gap in attainment will be narrowed during Key Stage 1. For year 4 children to pass the times tables test.	The pupil premium gap will be narrower and more children will be at age related expectations at the end of Key Stage 1. Times tables interventions will be effective.
I.	Attendance of pupil premium children to be the same as non-pupil premium at least 95%	Pupil premium attendance will be in line with their peers, at least 95%.
J.	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.
K.	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.
L.	To include our welcome and support our international new arrivals; to ensure that key skills are quickly taught to equip children to access the curriculum liaise with EDS service as needed (see international new arrival file)	Children will make rapid progress in English
3. Planned expenditure		

Academic year	2020/21				
Improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A. To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> Targeted use of interventions for pupil premium children bespoke to the individual needs of children. 3 times per week Leicester Inference Project Maths recovery Intervention. Writing Intervention Year 6 teacher boosters spring 2021. Teacher appraisal. 	<p>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.</p> <p>Intervention data shows that interventions are effective in narrowing the gaps.</p>	<ul style="list-style-type: none"> 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. 	Emma Hill/Patrick Fenwick/Amy Davies	<p>Autumn term evaluation – interventions have taken place and children are already making progress, Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.</p> <p>Spring term evaluation – There is an attainment dip since autumn. Interventions have stalled due to lockdown, catch up hours are increased by 4 hours a week from 8th March to ensure that children have the interventions needed.</p> <p>Summer term evaluation – 38% of the year 6 cohort are entitled to PP funding, they have made good progress</p>

					as a group. 2 children in this group are Resource pupils with EHCPs, they have not achieved ARE. 63% of the PP group achieved ARE in reading and writing with 13% greater depth, 75% achieved ARE in maths with 13% greater depth (data excludes EHCPs). Considering the effect of Covid-19 we are really pleased with these results.
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"> • Read write Inc development days • Read Write Inc lead to assess regularly. • Read write Inc observations and Master Classes. 	Hayley Nugent	<p>Autumn term evaluation – interventions are taking place in EYFS and children are making good progress.</p> <p>Spring term evaluation – both EYFS staff have attended training for RWInc, NELI and maths mastery, there is a data dip due to lockdown. Catch up hours are increased from 8th March to ensure that children have the interventions needed.</p> <p>Summer term evaluation – 33% of the reception cohort are entitled to PP funding, (5 children) 2 children 40% have achieved a good level of development, as the numbers of pupils</p>

					are so low it is difficult to draw data conclusions. All of these children have had intervention support and will continue with this into next year.
	Improving the teaching and provision in EYFS	Continued investment in EYFS, (see outdoor learning area development in 2020-21).	<ul style="list-style-type: none"> • Learning walks will show enhanced provision. • Pupil progress data will show an improvement 	Kim Goodwin	<p>Autumn term evaluation – resources have been purchased for the outdoors.</p> <p>Spring term evaluation – the outdoor area has continued to be enhanced.</p>
	Nursery Nurse Used for Interventions.	<p>Interventions for pupil premium children have proved effective in narrowing the gap for EYFS children.</p> <p>Interventions to be allocated through pupil progress meetings. Children in the Reception year in the EYFS will have the following interventions: WellComm</p>	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	<p>Autumn term evaluation – interventions are taking place in EYFS and children are making good progress.</p> <p>Spring term evaluation – both EYFS staff have attended training for RWInc, NELI and maths mastery, there is a data dip due to lockdown. Catch up hours are increased from 8th March to ensure that children have the interventions</p>

<p>C. For children to be KS1 and phonic check ready.</p>	<p>Read Write Inc training for EYFS and KS1</p>	<p>Predicted low Good Level of Development in 2020, although statutory assessment did not take place teacher assessment shows that the pupil premium children in year 1 this year are not adequately prepared for the phonic check in June 2021.</p>	<ul style="list-style-type: none"> • Read write Inc development days • Read Write Inc lead to have a morning of leadership time to carry out tasks • Read Write Inc lead to assess regularly. • Read write Inc observations and Master Classes. 	<p>Hayley Nugent</p>	<p>Autumn term evaluation - We haven't had a read write inc development day as we are limiting the number of visitors in school. However we have had a really good result in the phonic check with 5 out of 6 Pupil premium children passing the test, the child that didn't pass is a resource child</p> <p>Spring term evaluation – additional</p>
<p>E. For children who are both SEND and pupil premium to make 'good' progress.</p>	<p>Targeted Interventions bespoke to the individual needs of children.</p>	<p>Children who fall into both the SEND and Pupil Premium group are less likely to be working at Age Appropriate Levels.</p>	<ul style="list-style-type: none"> • 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. 	<p>Patrick Fenwick</p>	<p>Autumn term evaluation – interventions have taken place and children are already making progress, Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.</p> <p>Spring term evaluation – There is an attainment dip since autumn.</p>

<p>G. The gap in attainment will be narrowed during Key Stage 1.</p>	<ul style="list-style-type: none"> • Targeted Interventions bespoke to the individual needs of children. • Daily Read Write Inc • Read Write Inc catch up 1-1 Intervention. • Maths recovery Intervention/Writing Intervention. 	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Emma Hill</p>	<p>Autumn term evaluation – interventions have taken place and children are already making progress.</p> <p>Spring term evaluation – There is an attainment dip since autumn. Interventions have stalled due to lockdown, catch up hours are increased from 8th March to ensure that children have the interventions needed.</p>
<p>H. Year 4 pupil premium children will pass the times table test</p>	<ul style="list-style-type: none"> • Times-table Rockstars daily. • Intervention for PP children at risk of not passing the test. 	<p>Teacher assessment shows that we have a high number of PP children that are not ready for the times table test, data will be updated in December 2020</p>	<ul style="list-style-type: none"> • 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. 	<p>Patrick Fenwick Emma Hill Amy Davies</p>	<p>Autumn term evaluation – Pupil Premium covid catch up money is also being used for 6 hours additional teaching each week.</p> <p>Spring term evaluation – There is an attainment dip since autumn. Interventions have stalled due to lockdown, catch up hours are increased</p>

	Total budgeted cost	
	Read Write Inc development days and training for new school staff	£5,000 (approx.)
	% of SENCO Salary, % 3 Teaching Assistant Salaries	£30,000 (approx.)
	Covid catch up money	£11,00
		£46,000

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?
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<p>D. To improve the health and well-being of Pupil Premium children.</p>	<ul style="list-style-type: none"> • Pastoral Manager Targeted group and individual support. • Agency support groups (Me2 etc), to take place in the Hub. • Mouse club, to welcome and engage new families to school, outreach work to help prepare for school readiness. • My mum and me, Dad and lad cooking etc. during and after school family groups to build community cohesion and strengthen bonds. • Coffee afternoons and drop ins with Pastoral 	<p>Our current pupil premium population consists of:-</p> <ul style="list-style-type: none"> • 1 looked after child • 14 children who are part of a family in TAC level 3 (Social Worker, agency involvement). • 2 children in TAC level 2, (school led). • 26 children who we are monitoring through school support and notes of concern. <p>This shows that our Pupil Premium cohort require interventions, support and involvement including areas of</p>	<ul style="list-style-type: none"> • Weekly meeting with Headteacher and Pastoral Manager. • Weekly meeting with Headteacher and Deputy Headteacher • 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. • Regular scrutiny of TAC minutes, Conference outcomes etc. 	<p>Sarah Ratcliffe – Pastoral Manager</p> <p>Emma Hill, (Headteacher/Safeguarding Lead)</p> <p>Patrick Fenwick Deputy Headteacher and Deputy Safeguarding lead</p>	<p>Autumn term evaluation – Sarah Ratcliffe is working with many of the children who scored low when they completed the wellbeing survey. She is also carrying out a range of interventions and support for families. Weekly supervision of Emma Hill is taking place and fortnightly supervision of the Pastoral Manager. There have not been any exclusions this term.</p> <p>Spring term evaluation – Sarah Ratcliffe has delivered in school and online 1-1 support sessions with PP, online TAC and TAS</p>
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<p>F. To improve the behaviour of children with issues, (SEMH).</p>	<ul style="list-style-type: none"> • Pastoral Manager Targeted group and individual support. • Continued development of a 'Needs Led' Hub to support children with a range of issues. • PBSS advice and support for children and teachers. 	<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"> • Supervision of Pastoral Manager by Headteacher • Evaluation of the exclusion data. • Monitoring and evaluation of the behaviour records in school. • Monitoring of bullying records. • Monitoring of behaviour letters/ report cards/loss of playtime etc. • Monitoring of referrals to the Hub and impact of interventions for the 	<p>Emma Hill/ Headteacher</p> <p>Sarah Ratcliffe/ Pastoral Manager</p>	<p>Autumn term evaluation – Sarah Ratcliffe is working with many of the children who scored low when they completed the wellbeing survey. She is also carrying out a range of interventions and support for families. Weekly supervision of Emma Hill is taking place and fortnightly supervision of the Pastoral Manager. There have not been any exclusions this term.</p> <p>Spring term evaluation – Sarah</p>
<p>Total budgeted cost</p>					<p>£30,000 (approx.)</p>
<p>% Pastoral Manager salary, % Attendance Admin staff salary, % Teaching Assistant salaries, (already accounted for).</p>					
<p>iii. Other approaches</p>					
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?
<p>H. Attendance of pupil premium children to be</p>	<ul style="list-style-type: none"> • Admin scrutiny of registers daily, texts for children with less than 	<p>Pastoral Manager is very effective in engaging with families and offers support through parenting classes, drop</p>	<ul style="list-style-type: none"> • Weekly scrutiny of registers. 	<p>Trish Houghton</p>	<p>Autumn term evaluation – weekly support visits from Olivia Oldham EWO has significantly reduced our late</p>

<p>in line with non-pupil premium (95%)</p>	<p>95% attendance, letters for persistent absence</p> <ul style="list-style-type: none"> • Fortnightly meetings with the Education Welfare Officer • Contracts and fines for persistent absence • School Age plus support for families in difficulty • Half termly item on the Team Around the School Meeting 	<p>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"> • Registers of families that take up the Parenting Classes. • Attendance will improve. 	<p>(supported by Emma Hill, in school and professionals out of school such as the EWO, Social Workers and SA+ workers)</p>	<p>children. We now do not have any persistent late children. Children with attendance lower than 95% have support – we are seeing a steady increase in attendance.</p> <p>Spring term evaluation - we have had 55 children each day in school, there are no persistent lates now. Although not all our PP have attended school during lockdown they have been supported by phone calls and video sessions as needed. There is a dip in attendance from 95% to 93% as some children who could have attended school have stayed at home and these children cannot be given an X code in the register.</p> <p>Summer term – We had a Local Authority attendance audit that showed that our Pupil Premium attendance is</p>
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					equal to national 6%. This has improved during the summer term. The pupil premium children that are persistent absence are supported by our Education Welfare Officer and our pastoral Manager.
I. Children will be in school on time and will have had a healthy breakfast.	Breakfast club from 7.45 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"> Monitoring the Breakfast club with learning walks. Monitoring reading records and homework. Pupil progress meetings. 	Emma Hill	<p>Autumn term evaluation – we currently do not have any persistent late children.</p> <p>Spring term evaluation – many of our PP children continue to attend breakfast club, we do not have persistent lates.</p> <p>Summer term evaluation – We have one child in school who is persistently late, he is being supported by the Pastoral Manager and is in the TAS process.</p>

<p>J. To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.</p>	<ul style="list-style-type: none"> • School Age plus worker. • ‘Stay and Learn’ events and ‘How to Help your Child Learn’ events. • Mouse club to welcome new families to school and help with transition and school readiness • Pastoral Team to begin weekly toddler group to engage difficult to reach families before they are school age. 	<p>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.</p>	<ul style="list-style-type: none"> • Parent questionnaire. • Parent feedback after events, what works well, what could we improve? 	<p>Emma Hill</p>	<p>Autumn term evaluation – (no data at present for this)</p> <p>Spring term evaluation - no children have left Ladybridge in this academic year.</p> <p>Summer term evaluation – no pupil premium children have left during this academic year.</p>
<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) We also provide 29 regular food parcels through Fairshare and Food vouchers for families in need.</p> <p>(iii) 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 have addressed the areas that the report highlighted such as school photographs.</p> <p>(iv) We have changed our photographer to one that is less expensive to try to help parents that are struggling to pay.</p> <ul style="list-style-type: none"> • Estimated cost £2,500 					

<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: center;">Breakfast club salaries, cost to school £200 per week £8200 per school year.</p> <p style="text-align: center;">Other salaries, (already accounted for).</p>	<p>£5,000</p>
<p style="text-align: right;">Total Cost of all strategies, (including money diverted from school funds).</p>	<p>£ 83,500 (including Covid catch up funds)</p>

Further information

2. Summary information					
School	Ladybridge Primary School				
Academic Year	2021/22	Total PP budget (based on summer 2021 data)	£ 77,715	Date of most recent PP Review	September 2021
Total number of pupils	146	Number of pupils eligible for PP	51 (34%)	Date for next internal review of this strategy	September 2022

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
E.	Summer 2021 Teacher Assessment pupil progress data shows that non-pupil premium children achieved higher than pupil premium children.
F.	On entry to Reception children are below national expectations across all areas of learning, (low baseline).
G.	On entry to KS1 Pupil Premium children are below national expectations across all areas of learning, significant progress was made in 2020-21, however most of the children have had 6 months out of school due to Covid-19 resulting in low entry to year 1 and from year 1 to year 2. Another lockdown in spring 2021 has affected this group negatively as well.
H.	Emotional Health and Well-being of Pupil Premium children.

• E.	A number of Pupil premium children were also identified as having Special Education Needs, (SEN support).
• F.	Behaviour issues are rare however there is still a small group of pupils (mostly eligible for PP) who are not achieving ARE due to Social, Emotional Mental Health difficulties, these Pupil Premium children work with the Pastoral Manager throughout the year. Some of these children have two or more barriers: e.g. pupil premium and are on the SEND register; children with Social, Emotional and Mental Health difficulties, have experienced ACEs, currently experience DV in the home, are Looked After, have parents who misuse substances etc.
• G.	Low outcomes for children at the end of Key Stage 1 show that children are not Key Stage 2 ready.
• H.	Year 3 children need to be prepared for the times table test in year 4 June 2022, (61% of PP are currently on track, the 39% will need support).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
I.	Due to Covid-19 it is not possible to calculate whether there is a gap in attendance between pupil premium and non-pupil premium children, however historically there has been. We therefore need to monitor this carefully.
J.	Some Pupil Premium children come to school hungry, (not having had breakfast), we give out 29 food boxes each week to families and often issue food bank vouchers.
K.	Mobility of pupils puts Ladybridge in the bottom centile for stability.
L.	We continue to have a number of international new arrivals entitled to pupil premium funding due to asylum or refugee status
5. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
M.	To narrow the attainment 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.
N.	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.
O.	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. Use covid catch up money for 1-1 tuition
P.	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).
Q.	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.
R.	To improve the behaviour of children with issues, (SEMH).	Children will have improved behaviour and attitudes to learning, there will not be any exclusions in this cohort of children. Attitudes to learning will improve and this will lead to higher outcomes for these children.
S.	To improve outcomes for pupil premium children in KS1 so that they are ready for the challenges of KS2	Pupil premium children will be able to access KS2 curriculum.

T.	The gap in attainment will be narrowed during Key Stage 1. For year 4 children to pass the times tables test.	The pupil premium gap will be narrower and more children will be at age related expectations at the end of Key Stage 1. Times tables interventions will be effective.
U.	Attendance of pupil premium children to be the same as non-pupil premium at least 95%	Pupil premium attendance will be in line with their peers, at least 95%.
V.	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.
W.	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.
X.	To include our welcome and support our international new arrivals; to ensure that key skills are quickly taught to equip children to access the curriculum liaise with EDS service as needed (see international new arrival file)	Children will make rapid progress in English

6. Planned expenditure

Academic year

2021/22

Improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. Quality of teaching for all

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?
A. To narrow the gap in KS2 statutory results between pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> Targeted use of interventions for pupil premium children bespoke to the individual needs of children. Covid recovery interventions 3 times per week Leicester Inference Project Maths recovery Intervention. Writing Intervention Year 6 teacher boosters spring 2022. Teacher appraisal. 	<p>Summer 2021 Teacher Assessment pupil progress data shows that non-pupil premium children achieved higher than pupil premium children. Use of pupil premium funds and covid recovery funds for support staff to target particular gaps identified during pupil progress meetings for children entitled to pupil premium funding.</p> <p>Intervention data shows that interventions are effective in narrowing the gaps.</p>	<ul style="list-style-type: none"> 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. 	Emma Hill/Patrick Fenwick/ Amy Davies	December 2021
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"> Read write Inc development days Read Write Inc lead to assess regularly. Read write Inc observations and Master Classes. 	Hayley Nugent	December 2021

	Improving the teaching and provision in EYFS	Continued investment in EYFS, (see outdoor learning area development in 2021-22).	<ul style="list-style-type: none"> Learning walks will show enhanced provision. 	Kim Goodwin	December 2021
	TA and Nursery Nurse Used for Interventions including covid recovery interventions.	Interventions for pupil premium children have proved effective in narrowing the gap for EYFS children. Interventions to be allocated through pupil progress	Assessment, formative and summative will show good progress. The EYFS lead will show through pupil assessment data how the gap is narrowing	Kim Goodwin	December 2021
C. For children to be KS1 and phonic check ready.	Read Write Inc training for EYFS and KS1	54% Good Level of Development in summer 2021, although statutory assessment did not take place teacher assessment shows that the pupil premium children in year 1 this year are not adequately prepared for the phonic check in June 2022.	<ul style="list-style-type: none"> Covid recovery interventions will be allocated to vulnerable children Read write Inc development days Read Write Inc lead to have a morning of leadership time to carry out tasks Read Write Inc lead to 	Hayley Nugent	December 2021
E. For children who are both SEND and pupil premium to make 'good' progress.	Targeted Interventions bespoke to the individual needs of children including covid recovery interventions (see	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"> 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. 	Patrick Fenwick	December 2021

<p>G. The gap in attainment will be narrowed during Key Stage 1.</p>	<ul style="list-style-type: none"> Targeted Interventions bespoke to the individual needs of children including covid recovery interventions. Daily Read Write Inc 	<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Emma Hill</p>	<p>December 2021</p>
<p>H. Year 4 pupil premium children will pass the times table test</p>	<ul style="list-style-type: none"> Times-table Rockstars daily. Intervention for PP children at risk of not passing the test. 	<p>Teacher assessment shows that we have a high number of PP children that are not ready for the times table test, data will be updated in December</p>	<ul style="list-style-type: none"> Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment 	<p>Patrick Fenwick Emma Hill</p>	<p>December 2021</p>
<p>Total budgeted cost</p> <p>Read Write Inc development days and training for new school staff % of SENCO Salary, % HLTA salary, % Teaching Assistant Salaries</p> <p>Recovery premium mone</p>					<p>£30,000 (approx.)</p> <p>£6,120</p> <p>£36,120</p>
<p>v. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>D. To improve the health and well-being of Pupil Premium children.</p>	<ul style="list-style-type: none"> • Pastoral Manager Targeted group and individual support. • Agency support groups (Me2 etc), to take place in the Hub. • Mouse club, to welcome and engage new families to school, outreach work to help prepare for school readiness. • My mum and me, Dad and lad cooking etc. during and after school family groups to build community 	<p>Our current pupil premium population consists of (summer 2021):-</p> <ul style="list-style-type: none"> • 2 looked after children • 14 children who are part of a family in TAC level 3 (Social Worker, agency involvement). • 2 children in TAC level 2, (school led). • 26 children who we are monitoring through school support and notes of concern. 	<ul style="list-style-type: none"> • Weekly meeting with Headteacher and Pastoral Manager. • Weekly meeting with Headteacher and Deputy Headteacher • 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, no exclusions for this group of children. 	<p>Sarah Ratcliffe – Pastoral Manager</p> <p>Emma Hill, (Headteacher/Safeguarding Lead)</p> <p>Patrick Fenwick Deputy Headteacher and Deputy</p>	<p>December 2021</p>
<p>F. To improve the behaviour of children with issues, (SEMH).</p>	<ul style="list-style-type: none"> • Pastoral Manager Targeted group and individual support. • Continued development of a ‘Needs Led’ Hub to support children with a range of issues. • PBSS advice and support for children and teachers. • Bespoke support for children who have be- 	<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</p>	<ul style="list-style-type: none"> • Supervision of Pastoral Manager by Headteacher • Evaluation of the exclusion data. • Monitoring and evaluation of the behaviour records in school. • Monitoring of bullying records. • Monitoring of behaviour letters/ report cards/loss of playtime 	<p>Emma Hill/ Headteacher</p> <p>Sarah Ratcliffe/ Pastoral Manager</p>	<p>December 2021</p>

Total budgeted cost					£46,000 (approx.)
% Pastoral Manager salary, % Attendance Admin staff salary, % Teaching Assistant salaries % Breakfast club salaries,					
vi. 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"> • Admin scrutiny of registers daily, texts for children with less than 95% attendance, letters for persistent absence • Fortnightly meetings with the Education Welfare Officer • Contracts and fines for persistent absence • School Age plus support for families in difficulty • Half termly item on the Team Around the School Meeting • Support for anxious children affected by the pandemic 	<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> <p>During the pandemic we have seen some erratic patterns of attendance in our pupil</p>	<ul style="list-style-type: none"> • Weekly scrutiny of registers. • Registers of families that take up the Parenting Classes. • Attendance will improve. • Annual attendance review from the EWO 	<p>Trish Houghton</p> <p>(supported by Emma Hill, in school and professionals out of school such as the EWO, Social Workers and SA+ workers)</p>	December 2021

		premium cohort, including school refusal due to anxiety			
I. Children will be in school on time and will have had a healthy breakfast.	Breakfast club from 7.45 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"> Monitoring the Breakfast club with learning walks. Monitoring reading records and homework. Pupil progress meetings. 	Emma Hill	December 2021
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"> School Age plus worker. 'Stay and Learn' events and 'How to Help your Child Learn' events. Mouse club to welcome new families to school and help with transition and school readiness Pastoral Team to begin weekly toddler group to engage difficult to reach families 	Although there has been improvement Mobility of pupils is still an issue at Ladybridge; each year we start new children who are increasingly international new arrivals. We also have children who move out of the area due to house exchanges, etc. We want to engage our families positively so that they choose to stay at Ladybridge.	<ul style="list-style-type: none"> Parent questionnaire. Parent feedback after events, what works well, what could we improve? 	Emma Hill	December 2021

	before they are school age.				
(v)	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.				
(vi)	We also provide 29 regular food parcels through Fairshare and Food vouchers for families in need.				
(vii)	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 have addressed the areas that the report highlighted.				
(viii)	We have changed our photographer to one that is less expensive to try to help parents that are struggling to pay.				
(ix)	Covid catch up funds will be allocated where appropriate to children who are affected by poverty, whether they are entitled to pupil premium funding or not. Locally there are high rental costs for low income families that are not entitled to pupil premium funds – these children will be included in the interventions and support.				
Total Cost of all strategies, (including money diverted from school funds).					£82,120