

Pupil premium strategy statement

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

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Laycock Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 3 years
Date this statement was published	November 2021 reviewed April 2022
Date on which it will be reviewed	September 2022
Statement authorised by	J Nove
Pupil premium lead	J Nove
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£981.84 Catch Up £4,963 PP
Total budget for this academic year	£52,134.84

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how best to use our Pupil Premium and Recovery Premium Funding we have considered the context of our school and the challenges we face. We have used internal assessment data and gaps analyses, attendance data and consulted with parents and the research conducted by EEF to help us identify the issues that continue to impact negatively on outcomes for our children, and to support decisions around the impact of different strategies and their value for money.

Common barriers to learning for our disadvantaged children include less support at home, weak language and communication skills, lack of confidence and self-esteem and attendance and punctuality issues. In some of our families there are complex family situations that prevent our children from flourishing. These challenges are varied and there is no single approach towards effectively addressing them. Of course, these challenges are not only faced by our disadvantaged families and more vulnerable children. Consequently, whilst our focus is on our disadvantaged and vulnerable children, spending will be directed towards supporting any child identified as benefitting from the impact of the initiative.

Our ultimate objectives are:

- To ensure all children are in school and on time whenever possible, so no teaching and learning time is lost. Attendance levels increase.
- Identified gaps in learning are addressed swiftly through high quality teaching and support, ensuring children make accelerated progress in their learning. Attainment gaps between disadvantaged and non-disadvantaged pupils are narrowed.
- All children have access to the resources they need to enable them to be effective learners.
- To provide health and wellbeing support as appropriate to ensure all our children are able to access learning.

We recognise that these core objectives take time to implement and embed so that they are sustainable and as such we are working to a 3 year plan, which will be reviewed and adjusted annually.

Challenges

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

Challenge number	Detail of challenge
1	Family deprivation factors, which affect school readiness and access to trips and visitors to enhance first-hand learning experiences.
2	Poor language and communication and early reading skills on entry to school; poor parental engagement in reading and phonics hinders home learning support and pupil progress.
3	Narrowing the attainment gaps in reading, phonics, writing and maths.
4	Attendance and punctuality issues leading to increased levels of lost learning and fragmented learning.
5	An increasing number of children with identified gaps in learning which prevent access to age-related curriculum content and further hinder academic progress.
6	Mental health & behavioural challenges as a result of the pandemic.

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
School has an ongoing stock of spare clothing for PE, swimming & outdoor play. School has a sustainable budget to support access for all pupils - to school trips, visitors, workshops etc	All children are adequately clothed to enable them all to take part in all activities, including PE, swimming, outdoor play, etc Ensure all planned school trips and events are fully funded and able to go ahead with the support of PP funding.
Increased focus on resources for meeting needs of children in phonics & early reading; accelerated progress in reading.	At least 80% of children achieve the Y1 phonics screening standard by the end of Y1 & 90%+ by the end of Y2. Achieve national average progress scores in KS2 Reading.
Accelerated progress in writing	Achieve national average progress scores in KS2 writing.
Focus on resources for facilitating the teaching of concrete maths. Accelerated progress in maths	Achieve national average progress scores in KS2 Maths.
School staff work closely with families presenting with poor attendance so that barriers can be identified and successfully overcome; children are in school.	Attendance figures of identified pupils increases to 96%+ PA figures decrease. Attendance figures are in line with National.
Identified gaps in learning are addressed with targeted quality teaching and closely linked pre-teaching, intervention and support	Identified children make accelerated progress

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: **£17,297.91**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths CPD to be sought, in line with WRM (provider TBC) Sharron Dey?</p> <p>£2,000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We recognise that Maths CPD for our ECT in Y1/2 is vital if we are to ensure our children are secure in the basic knowledge required for the KS2 maths curriculum. As a small school with very limited internal capacity, we are investing in maths CPD to ensure our ECT receives the training and support required in the early years of her career.</p> <p>In addition, whole school CPD relating to maths pedagogy will strengthen QFT across school.</p>	<p>3, 5</p>
<p>Coaching CPD for SLT & Middle managers</p> <p>£2,000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have a very small staff and so working collaboratively is key to success and managing workload.</p> <p>We have strong working relationships and recognise the value of additional CPD in supporting staff to support each other with regard to:</p> <p>monitoring & critical friends; managing workloads; collaborative working; best</p>	<p>3, 5</p>

	practice; field studies & evidence-based research projects.	
<p><i>0.5 HLTA appointed to work within Year 5 cohort to improve adult to pupil ratio and, where appropriate, facilitate further split of Y5/6 and enable Y5 maths, reading and writing to be taught as two small classes.</i></p> <p><i>HLTA - £22,515.82 / 2 = £11,257.91</i></p> <p><i>Including on costs.</i></p>	<p>EEF</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. This includes specific teaching of reading comprehension strategies, metacognition and self-regulation strategies and collaborative learning approaches, within smaller teaching groups and within the whole class group but with greater adult support. Research shows the significant impact on pupil outcomes of verbal feedback, and smaller group sizes / improved adult to pupil ratio will help to facilitate this.</p> <p>We have analysed the needs of our year 5 cohort and have identified that further splitting this cohort for maths would allow teachers to increase the amount of attention each child will receive and significantly improve outcomes by the end of KS2. In reading and writing, the increased ratio of adults to pupils in the Y5/6 class will significantly support the raising of standards by the end of KS2.</p>	2, 3, 5
<p>Phonics resources & CPD</p> <p>Supported by 75% / £6,000 DfE grant. £2,040</p>	<p>Using the 'Pupil Premium: Guidance for School Leaders' Government publication, the importance of pupil's access to quality educational materials is identified. This is supported by EEF Guidance Report, 'Putting Evidence to Work: A school's Guide to Implementation', recommendation 3.</p> <p>We identified the purchase of a new SSP as key to ensuring long-term quality teaching of systematic phonics across Reception, years 1 & 2 and into KS2 for those pupils who require additional input. QFT with fidelity to one scheme can be provided and sustained.</p>	3, 5

(Supported significantly by further grant funding of 75% of purchase cost.)

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

Budgeted cost: **£6,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke tutoring via online platform to identify & address gaps in core mathematical knowledge of Y5/6 pupils currently below ARE. Initial personalised assessment identifies each child's areas of weakness and focusses tuition on these aspects to ensure they all achieve ARE by the end of KS2.</p> <p>£3960 for 2 terms to tutor 9 pupils for a term each: £220/term/pupil</p>	<p>EEF research identifies targeted academic support as having a positive impact on those who are not making good progress & those who have been disproportionately affected by the pandemic.</p> <p>Online platform can support 15 pupils at a time.</p> <p>Third Space Learning state: <i>"In an independent trial with Rising Stars, pupils receiving one-to-one maths support with Third Space Learning made 7 months progress in 14 weeks."</i></p>	<p>3, 5</p>
<p>Tutor to deliver bespoke one-hour maths sessions x2/wk for 7 wks (+ 3.5 hrs total planning time) to 4x Y4 pupils & 4x Y5 pupils to address identified gaps in basic knowledge and support access to age-related curriculum content. Tutor works closely with the class teacher to ensure the intervention content is specifically focussed on identified gaps, with a focus fluent recall of number bonds, multiplication facts and application to</p>	<p>EEF research identifies targeted academic support as having a positive impact on those who are not making good progress & those who have been disproportionately affected by the pandemic.</p> <p>Small groups, where identified gaps are common, ensure the impact of the intervention is maximised.</p> <p>Employment of the staff member with QTS and extensive external tutoring experience ensures knowledge of the children and curriculum to maximise impact on progress.</p> <p>Analysis of our data shows that gaps in maths are particularly evident in Y4 and Y5 (see above also)</p>	<p>3,5</p>

calculations and problem solving. £2495		
Annual purchase of Wellcomm EYs subscription to facilitate early identification of children with S&L delay and appropriate actions to support accelerated progress, thus reducing the negative impact of S&L delay on academic performance across the curriculum, and the child's social & emotional wellbeing and self-confidence. £90 pa subscription £190 supply cover	EEF research identifies both targeted academic support and wider strategies such as addressing issues that may affect confidence, self-esteem and social and emotional wellbeing as being vital and highly effective strategies to ensure children are supported to maximise their progress. This tool supports teachers in the Early Years to identify and address early potential language and communication difficulties, thus reducing their impact on overall outcomes.	2,5
Boxall £30 pa for 20 tokens	EEF 'Teaching & Learning Toolkit' acknowledges the moderate impact that social & emotional learning can have on pupil progress, with very low financial implications. The Boxall Profile is an invaluable resource for the assessment of social, emotional and behavioural development and offers actions to support young people in these areas, enabling them to be ready to learn and make better academic progress. We recognise the benefit of using this tool with all children new to Laycock Primary School to support early identification of SEMH needs, which enables us to support them appropriately and swiftly on entry to school. Used alongside our Positive Behaviour Policy, nurturing approaches and restorative practice, our children respond well to adult support and intervention and learning time is maximised.	6

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

Budgeted cost: **£18,607.84**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club staffing. Additional staff member to facilitate increased pupil numbers & address identified barrier of getting children to school on time, as well as ensuring children have had breakfast.</p> <p>£3,507.84</p>	<p>Monitoring of school attendance and PA shows that we have an increase in both since September 2021, following a period of significant improvement. Children arriving late after the close of morning register accounts for some of these, but not all.</p> <p>Discussions with parents indicate that they struggle to get children to multiple settings, so accessing Breakfast Club would support them.</p> <p>Not all families in this situation are PP, but cannot afford to pay for this facility.</p>	<p>3,4</p>
<p><i>Attendance strategies, including fuel for pupil collection; incentives; SEMH specific resources; arts & crafts, lego etc for 1:1 sessions; anger management games; specific interest books, etc.</i></p> <p>£1,000</p>	<p>EEF Guide to the Pupil Premium identifies addressing attendance as one of the wider strategies to help tackle school improvement.</p> <p>At Laycock we have identified a falling trend in attendance and a rising trend in persistent absence since our return to school after the pandemic; we need to address this swiftly. These families are in need of significant support to remove the challenges to school attendance, which in turn impact significantly on pupil attainment.</p> <p>Funding incentives and resources to support and encourage attendance on an individual level will enable staff to address specific needs and address PA and attendance concerns</p>	<p>3, 4</p>
<p><i>School readiness - Purchase of spare PE kits and outdoor coats across the age ranges; trip subsidies planned to facilitate trips and visitors / workshops across the year for all classes.</i></p> <p>£6,100</p>	<p>Monitoring of pupil readiness shows that a significant number of pupils come to school without the appropriate resources to access PE lessons, outdoor learning & playtimes. A significant number of families struggle to contribute towards school trips & events to enrich learning experiences and we do not wish for any child to miss out.</p> <p>Purchasing school PE kits across a range of sizes to store centrally will enable those without a kit to borrow and engage safely in PE lessons.</p> <p>A selection of outdoor coats to borrow will enable all children to play out regardless of the weather.</p>	<p>1, 4</p>

	An allocation of funding (£5,600) to trips and visits will ensure all children are able to engage in the full learning experiences planned within the curriculum long term plans to enhance teaching and learning experiences for all.	
<p><i>Child and Parent Support Worker employed with specific remit to:</i></p> <ul style="list-style-type: none"> - improve parental engagement in reading & phonics. - support children's SEMH needs through 1:1 and small group work to enable them to be ready to learn and access the curriculum. <p>£8,000</p>	<p>Internal assessment data has identified that a significant number of children are currently behind ARE in their acquisition of phonics and in reading fluency and comprehension skills. The vast majority of these children do not read at home with their parents.</p> <p>Working with the Child and Parent Support Worker, we aim to improve parental knowledge and skills with phonics, and awareness of the importance of reading daily with their child, together with useful strategies as to how to engage their children in these activities at home. In this way, children's phonics and reading skills will improve more swiftly, and their love of reading will develop.</p> <p>We have identified an increasing number of children with SEMH needs following lockdown, and a need for small group and sometimes 1:1 interventions to support children with strategies to overcome these and be ready to learn.</p>	2,4,6
<p><i>Art Specialist teacher to work alongside class teacher to provide specialist art tuition across all year groups</i></p> <p>£9,464</p>	<p>EEF Teaching & Learning Toolkit evidences arts participation as an additional approach to supporting pupil progress, with moderate impact for low cost. In addition, this approach supports the delivery of the wider curriculum which is beneficial to our children who are less academic, supporting development of a wider skillset and appreciation of the arts, whilst also providing CPD for staff.</p> <p>It is also well documented that art supports positive mental health & wellbeing and in turn improves behaviour for those children who struggle with the stress of a fully academic day.</p> <p>We know that children who are happy in school are more inclined to attend and so this activity will further support our endeavours to improve attendance and reduce persistent absence.</p>	

Total budgeted cost: £17,297.91 + £6,765 + £18,607.84 + £9464 = £52,134.75

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

It is difficult to quantify impact of pupil premium spending due to Covid-19 in terms of pupil results.

Targeted support aimed at phonics, reading and maths for those with a lack of home learning support became a vital support during lockdown to facilitate teaching of bubbles and release teaching staff for planning and online lesson delivery. This approach ensured a more focussed curriculum delivery, particularly for our more vulnerable pupils in school during lockdown who received face-to-face teaching throughout as a result of PP funding. We were able to provide daily face-to-face teaching for 40 children (PP / vulnerable / key worker children) during covid lockdown as a result of PP funding.

Funding targeted at supporting children with SEMH needs facilitated daily access to support for families during lockdown and, where appropriate, garden visits to support children and families struggling with anxiety during covid and on our return to school. Our Child and Parent Support worker (CHaP) worked specifically with 12 families during and after lockdown, but also supported with food deliveries, clothes packages, wellbeing packages, grant applications resulting in food supplies for school and families, etc.

Linked with funding directly targeted at improving attendance, our CHaP was able to work alongside our attendance officer to support children to overcome their anxiety on their return to school. Whilst the initial focus of improving attendance was not achieved, this team approach was successful in ensuring a phased but swift return to school for two PP children with SEMH, as well as supporting many others with anxiety-related issues back into school.

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
Boxall Profile Online Assessment Tool	Boxall Profile online

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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