

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	88
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Mrs J Nove
Pupil premium lead	Mrs J Nove
Governor / Trustee lead	Mrs D Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,620
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,970

# 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, DFE Guidance 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.
- To provide health and wellbeing support as appropriate to ensure all our children are able to access learning.
- All children have access to the resources they need to enable them to be effective learners.
- 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: a. school readiness and b. 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 PP: non-PP attainment gaps in reading (22.2% difference), writing (72.2% difference) and maths (22.2% difference)
4	Attendance and punctuality issues leading to increased levels of lost learning and fragmented learning (93.7% attendance against national average of 93.7%; PA at 25.8% in-year, compared to national average of 19.4%)
5	An increased number of children with gaps in learning which prevent access to age-related curriculum content and further hinder academic progress.
6	Mental health & behavioural challenges presenting as an ongoing result of the pandemic, &/or as a result of ACEs.

## 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: underwear, tights and girl's leggings. 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 participate fully in all school activities. 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.	Children achieve the Y1 phonics screening standard, if not by the end of Y1 then intervention in Y2 ensures they achieve the standard.

Communication & Language concerns are identified and addressed early, with appropriate interventions.	Achieve EXS in reading by the end of KS2; progress scores are above national. Children with identified C & L needs receive swift intervention to address their needs & facilitate access to a full broad & balanced curriculum at age-appropriate levels.
Focus on resources for facilitating the teaching of concrete maths. Accelerated progress in maths	Achieve EXS in maths by the end of KS2; progress scores are above national.
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: £18,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of NTS assessment resources to support high quality assessment of core curriculum learning &amp; facilitate teaching in response to identified pupil need.</i>	EEF tiered model identified high quality teaching & assessment as vital elements in addressing improvements in outcomes for all pupils, not only PP pupils. The use of a quality assessment tool is vital in supporting teachers in identifying gaps in learning & planning appropriate curriculum content to maximise pupil progress for all learners.	3
<i>Senior &amp; Middle Leadership professional development</i>  <i>Supply cover required – 10 days equivalent</i>	EEF toolkit identifies the importance of CPD for all levels of staff, and the vital role of leadership in shaping the direction of the school and impact on pupil progress & provision. Senior leaders will both attend the 'Stepping Up Into Senior Leadership' 2 day course with Karen Ardley Associates.	3,5

	2x middle leaders will attend the 4 day 'Leading Learning from The Middle' course with Karen Ardley Associates	
<i>0.5 HLTA to work within KS2 to improve adult to pupil ratio and facilitate split of Y3/4 &amp; Y5/6 in maths to enable focussed teaching to the year group specific objectives, addressing gaps in knowledge identified through NTS and formative assessment.</i>	<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 calculation 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 KS2 cohorts and have identified that further splitting these cohorts for maths would allow teachers to increase the amount of attention each child will receive and significantly improve outcomes by the end of KS2.</p>	2,3,5
Purchase of WRM online resources to support effective teaching of maths for all staff, with associated CPD	HLTAs covering core curriculum delivery alongside WRM have been noted to have some curriculum / knowledge gaps with regard to pedagogy. Online resources & associated CPD will support them in effective curriculum delivery when covering lessons, or supporting with group work & interventions.	3,5
<i>Paul Dix Behaviour Management CPD</i>	EEF Toolkit & tiered approach identified professional development for all staff as a key factor in ensuring the best educational outcomes for all pupils. At Laycock, a consistent, caring & restorative approach to behaviour management is required and expected to ensure that our children feel safe and secure and are ready to learn. This approach underpins our educational ethos.	3,6

<p><i>Alison Philipson writing CPD (yr group specific) Y1-6 incl</i></p> <p><i>18 days of CPD (3 days per yr gp, Y1-6 incl) + 18 days supply</i></p> <p><i>Supply cover for Writing Lead to attend Bradford Writing Project CPD x6/yr</i></p>	<p>Of all the in-school factors, the quality of teaching makes the biggest impact on pupils (Hattie, 2003), especially for those pupils from disadvantaged backgrounds (e.g., Sutton Trust, 2011).</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Whole school CPD relating to writing pedagogy will strengthen QFT across school.</p> <p>Alison is delivering bespoke, year-group specific CPD to support the effective teaching of writing. A focus on the sequential learning of skills and application to the writing process through to publication.</p> <p>Having been accepted onto the Bradford Writing Project as a school, this work will dovetail with the work with Alison and together will help us to enthuse learners in the writing process and improve assessment of writing across all year groups, thus improving writing outcomes.</p>	<p>3,5</p>
<p><i>Professional Development – In-house coaching of teachers &amp; HLTAs by skilled teaching staff;</i></p> <p><i>Engage with 23/24 Bradford Writing Project</i></p> <p><i>Moderation of writing across the Trust.</i></p> <p><i>Supply costs x3 days</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Whole school CPD in staff meeting time relating to writing pedagogy will strengthen QFT across school.</p> <p>Working in-house with colleagues to apply learning from Alison Philipson and the Bradford Writing Project with our children will strengthen understanding of principles and embed learning. Practicing skills in a safe place develops confidence in teaching of writing.</p> <p>Moderation of writing across the Trust enables teachers to see &amp; compare with a broader range of writing from children in the age group they teach – particularly useful for staff in a small school, with mixed-age classes – and discuss resources &amp; pedagogy with a wider range of colleagues.</p>	<p>3,5</p>

<p><i>Professional Development – further develop staff awareness &amp; knowledge of metacognition &amp; impact on learning.</i></p>	<p>EEF Toolkit recognises the impact on learning of metacognition &amp; self-regulation strategies: developing a child’s ability to plan, monitor &amp; evaluate their own learning; helping them to ‘learn to learn’.</p> <p>Through focussed CPD as a team, we will have a consistent understanding and approach to developing and implementing metacognition strategies across school to raise pupil attainment.</p> <p>Dialogic Talk CPD refresher</p> <p>Mike Gershon is a recognised provider of metacognition and mindset CPD and resources</p>	<p>3,5,6</p>
<p><i>Purchase of reading books to support interest and progress of older, less able readers</i></p>	<p>We have identified a number of children in KS2 who are reading below ARE. Our stock of books for this group of children is minimal. In order to maintain their interest in reading, it is vital that we purchase a greater range of books for children with a higher chronological age but lower reading age.</p>	<p>3,6</p>
<p><i>Purchase of resources &amp; visitors eg authors to:</i></p> <ul style="list-style-type: none"> <li>● <i>Stimulate writing;</i></li> <li>● <i>Make writing more exciting and engaging</i></li> </ul>	<p>We know that our children are reluctant to write, but with interesting, exciting, colourful resources, they will be more likely to engage in the writing process.</p> <p>We also know that once they have succeeded with writing, they enjoy it, so providing the hooks is vital in raising standards in writing across school.</p> <p>This links also to visits.</p>	<p>3,5</p>

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

Budgeted cost: £10,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Keep up &amp; catch up phonics sessions x2/ week for those pupils</i></p>	<p>EEF – teaching assistant deployment &amp; interventions.</p>	<p>2,3,5</p>

<p><i>identified as falling behind ARE in Little Wandle phonics programme, including additional catch up for Y3 pupils still to achieve Y1 standard.</i></p> <p><i>Additional small group reading to reinforce application of phonics for accuracy, fluency &amp; prosody as well as comprehension</i></p> <p><i>20% LSA costs</i></p> <p><i>20% Apprentice costs</i></p>	<p>We know that as the class size from reception to Y1/2 doubles, children struggle to maintain their rate of progress. Providing additional smaller group sessions and significantly improving the adult to pupil ratio significantly increases the amount of attention each child receives and in turn accelerates their rate of progress. For those children who are struggling, this additional support is vital to ensure that they do not fall behind their peers, or age-related expectations.</p> <p>Similarly, for those children who are now in Y3 and struggling with phonics, small group focussed teaching is vital to support them in catching up with vital skills to enable them to read with independence and accuracy.</p>	
<p><i>Oral Language assessments &amp; interventions.</i></p> <p>Annual purchase of Wellcomm EYs subscription to facilitate early identification of children with S&amp;L delay and appropriate actions to support accelerated progress, thus reducing the negative impact of S&amp;L delay on academic performance across the curriculum, and the child's social &amp; emotional wellbeing and self-confidence.</p>	<p>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</p>	2,3,5
<p>Purchase of additional Little Wandle texts with CA context &amp; RA content to engage children who are struggling with reading.</p>	<p>We know that some children struggle with reading, and accessing their 'age appropriate' texts can be challenging. Providing texts that are appropriate to chronological age (CA) but also to reading age (RA) is important in order to keep these children engaged in the reading process.</p> <p>Little Wandle subscription to support phonics</p>	
<p>One-to-one online maths tuition to address identified curriculum weakness for specific</p>	<p>Third Space Learning maths tuition online for one full academic year. This will provide 1:1 tuition for 11 pupils at a time, for up to 15 weeks, with 30 KS2</p>	3,5



pupils, as a result of covid.	pupils accessing this provision over the course of the year.	
Boxall	<p>EEF 'Teaching &amp; Learning Toolkit' acknowledges the moderate impact that social &amp; emotional learning can have on pupil progress, with very low financial implications.</p> <p>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.</p> <p>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.</p>	3,6

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

Budgeted cost: **£16,806**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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. Current attendance figures are: 93.4% attendance against national average of 94.4%; PA at 24.1%.</p> <p>Discussions with parents indicate that they struggle to get children to multiple settings, so accessing Breakfast Club would support them.</p>	1,4

	Not all families in this situation are PP, but cannot afford to pay for this facility.	
<p><i>Attendance support &amp; strategies to improve % attendance &amp; reduce PA:</i></p> <p><i>Attendance Officer; attendance meetings with parents; home visits re attendance; fuel; SEMH specific resources; resources for 1:1 sessions; anger management games; specific interest books, etc.</i></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>	4,6
<p><i>Development of Nurture space to help address the identified needs of our children:</i></p> <p><i>SEMH</i></p> <p><i>Attendance</i></p> <p><i>Anxiety</i></p> <p><i>EBSA</i></p> <p><i>Academic support: reading</i></p>	<p>We have identified a significant and growing need for emotional as well as academic support for a number of children in our care. These children often benefit from small group &amp; sometimes 1:1 interventions to support them with strategies to overcome these and be ready to learn.</p> <p>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 will set up a Nurture space to enable us to address the needs of these children, and to support attendance (see above) by helping to reduce anxiety about transition from home to school, and transitions within school.</p> <p>We will introduce the 'My Happy Minds' programme into school &amp; integrate this into our curriculum, alongside our PSCHE curriculum delivery.</p>	2,4,6
<i>Trip subsidies</i>	Our children benefit from first-hand experiences to bring the curriculum to life. With the rising cost of living, many families can no longer afford to contribute to the cost of trips, which	1,3,5

	would prevent the trips from taking place for all pupils. Therefore we have allocated a budget to subsidise visits to ensure these experiences are able to go ahead for all pupils; no pupils will miss out.	
<i>Supporting parents with cost of living – clothing subsidies</i>	<p>Clothing vouchers to support purchase of school uniform to value of £26 per pupil.</p> <p>Fund to support purchase of pumps, shorts, t shirts, sweat shirts, outdoor coats, etc.</p>	

**Total budgeted cost: £45,941**

## 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 2022 to 2023 academic year.

*Targeted support has ensured:*

*Phonics target in Y1 was exceeded, with 77% of pupils achieving the expected standard.*

*Additional focussed intervention was provided for children in Reception as well as Y1/2 to ensure these children could keep up with the expectations of the Little Wandle phonics programme.*

*Attendance is in line with National, against a local attendance landscape which is significantly below the National. However, PA remains high, with a core number of families for whom attendance is below expected standard. Our published figure includes pupils who have been on roll at some point in the academic year; actual PA figure currently stands at 19.6%. The number of children late to school continues to decline with the continuation of Breakfast Club, now staffed by 2x members of school staff due to pupil numbers and popularity of this provision. We no longer restrict children to toast or cereal, but allow children as much to eat as they want, recognising that for many families this provision is a lifeline in the current financial climate.*

*Some additional vouchers for clothing and food have been distributed to PP families to support in particular times of need. We have provided additional school uniform to families.*

*End of KS2 data shows that target were met in reading (60%), writing (60%), maths (60%) and GPS (60%), with many prior low attainers achieving EXS. Whilst outcomes are below National in reading, writing and maths, this was expected due to the cohort; however, outcomes for the reading, writing and maths combined measure is in line with national at 60%. As a result of the support in place, PP and those with identified needs have made good progress to achieve their targets. However, we cannot escape the fact that the attainment gap between PP and non-PP pupils still remains.*

*As we plan for the coming year, we are looking for additional ways to support academic attainment for our PP pupils. However, we recognise the need to ensure the basic needs of all pupils are met to enable them to learn, and ACEs are a significant barrier for the majority of our pupils; addressing these needs will be at the forefront of our plans.*

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## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*