

# Pupil premium strategy statement – Laycock

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	
Pupil premium lead	Stephanie Canning
Governor / Trustee lead	Deirdre Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,450
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£48,450</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives are:*

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

*The current pupil premium strategy aims to achieve this through:*

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

The key principles of our pupil premium strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

## Challenges

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

Challenge number	Detail of challenge
1	<i>High levels of speech and language need on entry to school</i>
2	<i>Lower attainment in Reading and Writing across school</i>
3	<i>Rising mental health needs linked to pupil's lived experiences</i>
4	<i>Lack of wider life experiences outside the home.</i>
5	<i>Poor attendance and punctuality for some pupils</i>

## 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
Pupils have accelerated progress in communication and language.	All children's speech and language ability to be assessed within the first half term of them starting in reception. Appropriate tailored support provided by language development workers and any further referrals made.
Whole school attendance to improve and Persistent absence to decrease	Attendance will be 96% which is above the national average. Persistent Absenteeism to be below national average of 20%
Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	Schemes which offer wider life experiences will be operational. These might include outdoor pursuits such as visiting a farm, access to Forest Schools, learning an instrument, visits and visitors coming into school, riding a bike or gardening.
Identified gaps in learning are addressed with targeted quality teaching and closely linked pre-teaching, intervention and support	Children's attainment closely tracked, interventions in place for targeted support, teachers delivering high quality, quality first teaching using adaptive teaching methods to ensure the needs of all children are met and children are making at least expected progress
Pupils have accelerated progress in reading (phonics and comprehension)	Every child for whom it is possible will pass the phonics screening check. Our average score will rise and more pupils will score 38+.
Children's social emotional and mental health needs will be effectively met	Children's overall social emotional mental health will improve through use of tailored programs such as My Happy Mind, The Story Project, Forest School and Jamie's Farm.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD targeted at school improvement priorities.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly	2,3

	effective. EEF Implementation Guidance EEF 5 a day	
Training and follow up monitoring of effective feedback strategies.	Meaningful feedback supports pupil progress, builds learning, addresses misconceptions and closes the gap between where the pupil is and where the teacher wants them to be. EEF Teacher Feedback to Improve Pupil Learning	2

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

Budgeted cost: **£55,114**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a Language Development worker	Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy. EEF Preparing for Literacy - Improving communication, language and literacy in the early years	1
Tailored booster session for children in Y6 targetted to achieve ARE provided by Head of School and AHT	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points. EEF Teaching and Learning Toolkit small group tuition	2
Keep up & catch up phonics sessions x2/ week for those pupils identified as falling behind ARE in Little Wandle phonics programme, including additional catch up for Y3 pupils still to achieve Y1 standard. Additional small group	EEF – teaching assistant deployment & interventions.	2

reading to reinforce application of phonics for accuracy, fluency & prosody as well as comprehension		
Employ teaching assistants to provide targeted interventions for SEND pupils and children falling behind ARE	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points.  EEF Teaching and Learning Toolkit small group tuition	2
Employ additional Apprentice to provide targeted support in Reception	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points.  EEF Teaching and Learning Toolkit small group tuition	2

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

Budgeted cost: £3,671

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.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.  DfE National school breakfast club programme	5
Attendance support & strategies to improve % attendance & reduce PA: Attendance Officer; attendance meetings with parents; home visits re attendance	Engaging effectively with parents has a positive impact of 4 months additional progress. Teaching and Learning Toolkit Parental Engagement	5
Vsits for targeted Y5/6 children to Jamie's Farm,	70% of young people referred to support their wellbeing report increased wellbeing	3, 4

<p>a programme focuses on improving behaviour, engagement, wellbeing and essential life-skills.</p>	<p>64% of young people referred to support their wellbeing showed improvement 6 months later</p> <p><a href="https://jamiesfarm.org.uk/impact/">https://jamiesfarm.org.uk/impact/</a></p>	
<p>Enhancing the range of after school clubs available to children to include more than just sport - baking, art, music</p>	<p>Students who attend clubs have a higher probability of progressing to higher education and being in employment, as well as higher levels of participation in sports.</p> <p><a href="https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/#:~:text=Students%20who%20attend%20clubs%20have,health%20as%20a%20young%20adult.">https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/#:~:text=Students%20who%20attend%20clubs%20have,health%20as%20a%20young%20adult.</a></p>	<p>4</p>

**Total budgeted cost: £61,785**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	Subject	National	% All pupils	% Pupil premium
Year 6	Reading	74%	69%	65%
	Writing	72%	66%	54%
	Maths	73%	75%	62%
	Combined	60%	36%	33%
Year 4 (25)	MTC	29%	36%	33%
Year 2	Phonics	89%	86%	75%
Year 1	Phonics	80%	83%	33%
Reception	GLD	67%	53%	67%

*Attendance 2023 - 2024 92.5%*

*Persistent Absentee 2023 - 2024 20%*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider