

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                   |
|---|--|
| School name   | Ladysmith Infant & Nursery School      |
| Number of pupils in school  | 300                                    |
| Proportion (%) of pupil premium eligible pupils   | 16% (47 children)                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22<br>2022/23<br><b>2023/24</b>   |
| Date this statement was published   | 24.3.22 (initial)<br>5.12.23 (updated) |
| Date on which it will be reviewed   | December 2024                          |
| Statement authorised by   | Mark Wilkinson                         |
| Pupil premium lead  | Dave Broad                             |
| Governor / Trustee lead   | Justine Brooker                        |

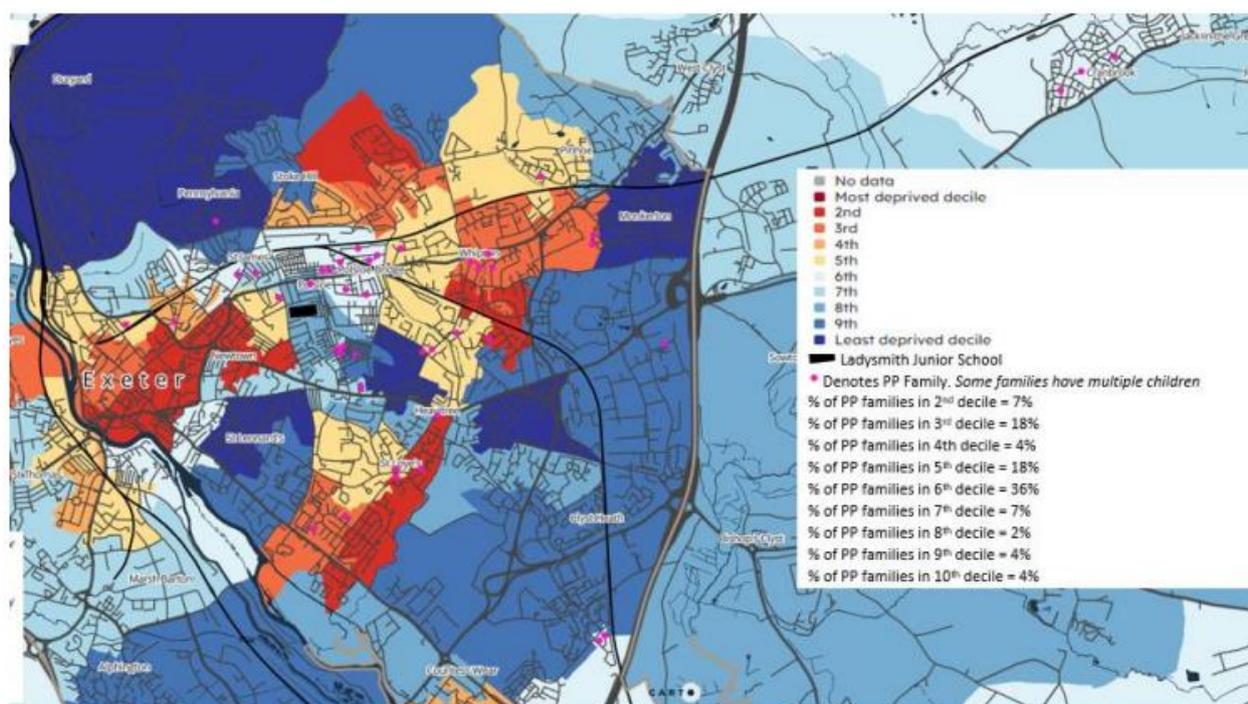
## Funding overview (2023-24)

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year   | £63,288   |
| Recovery premium funding allocation this academic year  | £8617<br>Recovery Grant: £6,525<br>Tutoring: £2092. |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £71,905   |

# Part A: Pupil premium strategy plan

## Statement of intent

Our overarching aim of the Pupil Premium funding is to close the gap between disadvantaged children and their peers. When making decisions about how we spend our funding, it is important to remember that not one model or strategy will fit all. We hope that, evidenced through our plan, we create a sustainable long-term strategy which will have a tangible impact on our children. Plans are embedded through simple yet impactful actions and researched strategies for effectiveness. All teaching staff are involved in analysing pupil premium data in order to provide accurate assessment data and to provide up to date information regarding our families. This enables us to provide support swiftly where necessary. It is important to consider the demographic and context of our school. Being an inner-city school, our catchment is varied and the distances many of our pupil premium families travel is considerable. The graphic below indicates the IMD deciles (source: The Ministries of Housing, Communities and Local Government) within Exeter and the outlying areas. It highlights the vulnerability of our pupil premium families. Many of these families are single parent households and are homed in social housing.



As a school we recognise that not all pupils, who are socially disadvantaged, are registered to receive or qualify for free school meals. Equally, pupils who are registered for free school meals may not be socially disadvantaged. We may use Pupil Premium funding to support any child the school recognises as socially disadvantaged. These children are not considered in our core data presented on this statement.

After careful analysis of our previous Pupil Premium statement and the current climate, some of our strategies outlined may be aimed at specific cohorts or children. Our ultimate objective is to narrow the attainment gap between our disadvantaged and non-disadvantaged children nationally and within school as well as supporting the social, emotional and mental health. We

have the long term aim of providing pupil premium children with a secure foundation so that they can continue their education beyond Ladysmith Infant & Nursery School and achieve. We have carefully considered our context when creating this strategy to ensure longevity and impact following robust diagnostic assessments across the school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3                | Social challenges with home life and social services involvement including Early Help or CIN/CP. High numbers of children require SEMH support and display poor attitudes/behaviour towards school.<br><br>29% of our Pupil Premium children are currently under EH, CIN or CP. 12% of our Pupil Premium children are on the SEN register (There are some overlaps of children between SEN and EH, CIN or CP) |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils.                  | All disadvantaged children to pass the Y1 phonics screening<br><br>KS1 reading outcomes show that the proportion of disadvantaged pupils meeting the expected standard is in line with / above national averages for non-disadvantaged pupils             |

|                    |   |
|--------------------|---|
| SEMH needs are met | Children's SEMH needs are met resulting in better behaviour, attendance and 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: £45,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Implementation of RWI phonics scheme across whole school.</i></p> <p><i>RWI is an approved synthetic phonics programme</i></p> | <p><a href="#">EEF states:</a></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average.</p> <p><a href="#">RWI:</a></p> <p><i>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child,</i></p> | <p>2</p>                      |

|  |   |  |
|--|---|--|
|  | <i>in every primary school. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.</i> |  |
|--|---|--|

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

Budgeted cost: £18,000

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <p><i>Employ specialist speech and language TA.</i></p> <p><i>1:1 tutoring for lowest 20% (phonics attainment)</i></p> | <p><u>EEF states that:</u><br/>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><u>EEF states that:</u><br/>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> | 1                                    |

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

Budgeted cost: £12,000

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>Family support worker to support disadvantaged families to improve attendance and engagement</i> | EEF: Parental engagement has a positive impact on average of 4 months' additional progress   | 3                                    |
| Provision Maps Edukey pupil premium bolt-on   | EEF: Monitoring attendance, provisions, interventions and family support for all of our Pupil Premium families is a key part in ensuring academic progress. Buying into additional services through our SEN data provider will allow us to do this better.   | 3                                    |
| Social and emotional support via an in-school programme.  | EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) | 3                                    |
| Financial support with uniform and trips  | Trips will be subsidised at a rate of 50%<br>From September 2022, all disadvantaged pupils will be offered a voucher entitling them to a free set of branded uniform   |                                      |

**Total budgeted cost: £75,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes (Reviewed December 2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Read Write Inc. (RWI) remains in place across the school meaning that there is now a structured phonics scheme in place. The school continues to be part of the Trenance English hub and is accessing support from them and the local Devon School Improvement partners. All children have access to decodable books directly linked to the phonics they are learning. We have a trained RWI lead who supports the development of teaching and facilitates the ongoing, half-termly assessments. These assessments ensure that all children are learning at the correct stage for their development.

End of KS1 data shows that the proportion of disadvantaged pupils at Ladysmith Infant & Nursery School achieving ARE (71%) for reading is broadly in line with national disadvantaged pupils and above all pupils nationally (68%).

The 2023 Year 1 phonics screening results showed a positive impact from RWI and targeted tutoring for disadvantaged learners with 82% of the year 1 cohort passing the phonics screening against 40% last year.

Of the 57 year 2 children who did not pass the screening check last year, 73% have now passed.

This leaves 19% of year 2 who did not pass the year 1 screening in 2022-23. During the summer term, all these 17 children received tutoring to fill gaps in preparation for year 3. RWI will continue as an intervention for children who are not yet at ARE for phonics.

A specialist teaching assistant continues to be employed to screen children in Reception/Foundation year using Speech and Language Link programmes and deliver intervention as required. The Speech and language TA also works with the Speech and Language Therapy Team (SALT) delivering SALT therapy programmes to an identified caseload of children on at least a weekly basis.

A social and emotional support programme for children, in the form of our in-house 'link' programme, continues to be delivered to meet the needs of our pupils. This programme has proved to be effective, with several pupils no longer requiring this input.

Disadvantaged pupils / families have continued to benefit from our Early Help offer and the employment of a Family Support Worker (FSW). The FSW support has included:

- providing information and signposting to other services in the local area
- liaising with a range of external services such as housing and Social Care
- assistance in completing paperwork and forms e.g. housing, special educational needs, school places and benefits
- attendance and support at school and other agency meetings
- advice and support in promoting positive behaviour at home
- guidance with career and personal development and access to training and workshops in school

We have reviewed our strategy plan and the planned actions remain the same as part of the 3-year plan, allowing them time to be embedded.