

Pupil premium strategy statement – Ladysmith Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Ladysmith Junior School |
| Number of pupils in school | 353 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mark Wilkinson |
| Pupil premium lead | Neil Williams |
| Governor / Trustee lead | Justine Brooker |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 79,265 |
| Recovery premium funding allocation this academic year | £8,845 |
| 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 | £88110 |

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, their peers and National Outcomes. 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.

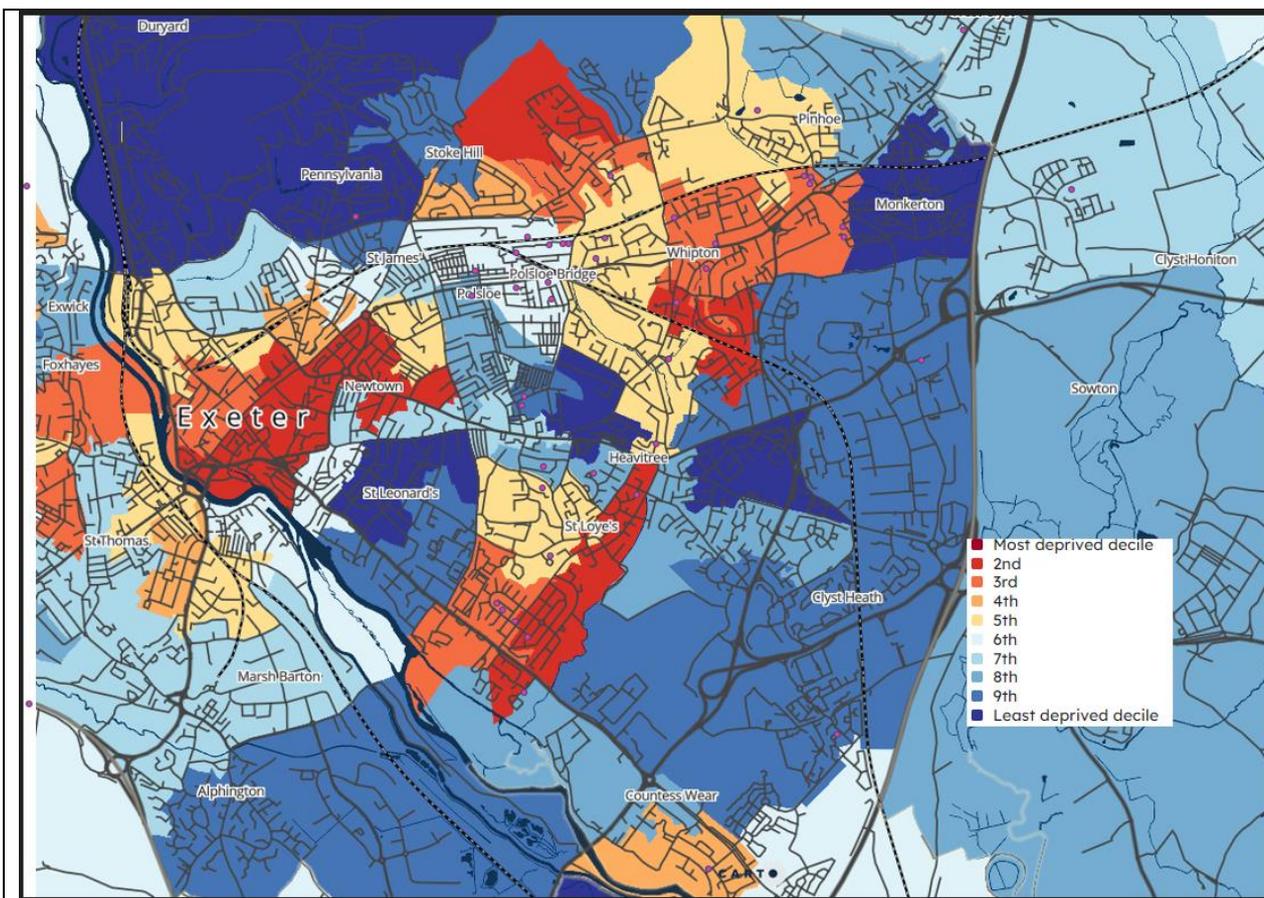
Children eligible for Pupil Premium at Ladysmith have a wide range of characteristics. Our 22/23 PP children had some of the follow characteristics.

32% of PP Children have SEN

26% of PP Children are considered EAL

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 homed in social housing.

This, alongside research conducted by the EEF, highlights that some of the common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, an SEN need causing a barrier to reaching potential and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing despite a range of invention or support networks.



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 Junior 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 | Social challenges with home life and social services, early help or CIN/CP. High number of children require SEMH support and with poor attitudes/behaviour towards school. 31% (22-23) 15% (23-24) of PP under EH, CIN or CP. 21% of PP children on the SEN register <i>(There are some overlaps of children between SEN and EH, CIN or CP)</i> |
| 2 | Low attainment in reading affecting access to other areas of the curriculum 53% of children are currently below ARE (22/23) 65% (21/22) |
| 3 | Low attainment in writing – 67% of children are currently below ARE (22/23) 67% (21/22) |
| 4 | Low maths attainment – 59% of children are currently below ARE (22/23) 69% (21/22) |
| 5 | Children entering KS2 have significant gaps in phonic knowledge |

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 |
|-------------------------------|---|
| Increased progress in Reading | To accelerate progress so children are working at ARE or above and in line with/above national. |
| Increased progress in Writing | To accelerate progress so children are working at ARE or above and in line with/above national. |
| Increased progress in Maths | To accelerate progress so children are working at ARE or above and in line with/above national. |
| Secure phonic understanding | All children have secure phonics enabling them to access the curriculum |
| SEMH needs are met | Children's SEMH needs are met resulting in better behaviour, attendance and progress in thrive. |

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: £33,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>CPD – The Write Stuff</i> £3500</p> | <p>In order to close the attainment gap for our children across the challenge numbers, we need to provide more up to date training. In particular, we have had limited CPD in writing during the previous statement period. This is reflecting in children's (Key groups) writing which shows frequent sentence construction and application errors. This is also compounded by significant phonic gaps, which we have addressed further in this statement.</p> <p>70% of Pupil Premium children are below ARE</p> <p style="text-align: center;"><u>Key benefits of The Write Stuff:</u></p> <p><i>Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.</i></p> <p><i>Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.</i></p> <p><i>Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.</i></p> <p><i>Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.</i></p> <p><i>Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.</i></p> <p><i>Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.</i></p> <p><i>Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.</i></p> | <p>2, 3, 5</p> |
| <p><i>Counsellor Role including national qualification</i> £14,240</p> | <p>With an increase in SEMH needs of our disadvantaged and pupil premium children, we intend to employ and provide Place2B National Qualification in child counselling. This practitioner will work alongside our Family Support Worker to support our vulnerable children when needed. This will also enable class TAs to focus on their roles rather than a wide base of mentoring, which has limited impact according to the EEF).</p> <p>26% SEN & PP 4% CP 2% CIN 21% under early help 8% MASH enquiries across the academic year 36% VISTS across the academic year 2% are classed as young carers</p> <p><u>EEF Research on Behaviour interventions. Average +4 months progress</u></p> <p><i>More specialised programmes which are targeted at students with specific behavioural issues.</i></p> <p><i>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or</i></p> | <p>1</p> |

discipline, but are not included in this summary, which is limited to interventions that focus directly on behaviour.

Key findings

1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.
2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.
4. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.

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

Budgeted cost: £49,044

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maths tutoring provision – releasing UP3 Maths specialist teacher to deliver custom programme £18300</p> | <p>65% of children are working below the expected standard for maths. Many of these children have fundamental gaps in understanding number therefore restricting their chance to make adequate progress. This is more prevalent in LKS2.</p> <p>Structured interventions are used to provide additional support and these are guided by pupil assessment. Interventions will be aimed at LKS2, be evidence-based and be carefully planned.</p> <p>Interventions include explicit and systematic instruction and delivered by our school's maths specialist.</p> <p><u>EEF Research on small group tuition . Average +4 months progress</u> <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i></p> | 4 |
| <p>Timetables Rockstar's programme £94.50 & iPads for classroom to access daily £5748</p> | <p>43% (22/23) of Pupil Premium children in the last academic year were able to score 16 or more on the Multiplication Tables Check in Year 4 (MTC). This programme will support whole school times table strategy. Enabling technology is accessible in class to access. Previous year (21/22) 0% of PP pupils reached 16 or more on the MTC.</p> <p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long term memory whilst playing this game.</p> | 4 |
| <p>Targeted TA support to deliver timetable</p> | <p>42% of Pupil Premium children in Year 3 and 4 (22/23) have additional SEN needs and over 50% of all Pupil Premium children are in LKS2. Additional adults will be recruited/internally utilised to support the delivery, or HLTAs will release teacher, of some of our key strategies of the Pupil Premium strategy.</p> | 4, 5 |

| | | |
|---|--|---|
| <p>strategy, RWI phonics and Fresh Start £9374</p> | <p><u>EEF Research Teaching Assistant Interventions Average +4 months progress</u></p> <p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> | |
| <p>Reciprocal Reader Intervention Programme £1800 per year</p> | <p>53% of Pupil Premium Children are below ARE for reading [down from 63% in 21/22]. Introducing a reciprocal reader programme, part of a peer to peer model, combines several recommended strategies outlined in the EEF toolkit. This will provide children the opportunity to read with an adult, keep their own book whilst working on key reading skills.</p> <p><u>EEF Research on peer to peer tuition Average +5 months progress</u></p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> • fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; • reciprocal role tutoring, in which learners alternate between the role of tutor and tutee. • The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success | 2 |
| <p>Read, Write, Inc Phonics Provision £7727</p> <p>Fresh Start phonics UPK2 provision £1000 per 10 children</p> | <p>Children entering KS2 have a lower phonics understanding than national levels. Children in current years 3 and 4 have been significantly impacted by the pandemic and their access to synthetic phones provision. We are engaging with Read, Write, Inc to provide specialist resources and teaching to our children in years 3 and 4. In years 5 & 6, we are accessing the Fresh Start package to catch up those with phonic gaps</p> <p><u>EEF Research on phonics. Average +5 months progress</u></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> | 2 |

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

Budgeted cost: £8875

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Trips/Residential/School Uniform/Sports clubs. Music tuition</i> £5000</p> | <p>Many of our children will not experience being away from home. We pay 50% of residential and trips to embed learning and provide the children with different experiences.</p> <p>Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.</p> <p>Additionally, after school sports clubs or music tuition opportunities should be accessible to all children.</p> <p><u>EEF Research on Sports attendance. Average +1 months progress</u></p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. In 2019 PP pupils outperformed non-PP pupils nationally but to build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language, which the above, can provide.</p> | 1 |
| <p><i>Animals -</i> £3000</p> | <p>We recognise many of our pupil premium and children lack opportunities to develop life skills in a real-life context. We are developing an animal enclosure to house goats. This will provide children with SEMH needs to develop skills outside of the classroom. This will be part of an outdoor education cycle</p> <p><u>Child Mind Institute Research on using animals as a form of therapy</u></p> <p><i>Animals can really help children who have issues like autism, ADHD, learning disabilities, sensory processing challenges and anxiety. Connecting with an animal can help kids feel grounded and keep them from getting upset in tough situations. Service dogs can go anywhere and can make kids who are terrified of places like the doctor or dentist much calmer. Animals can even be part of a kid's therapy.</i></p> | 1 |
| <p><i>Provision Maps Edukey pupil premium bolt on</i> £375</p> | <p>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.</p> | 1 |

Total budgeted cost: £ 91659

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (Reviewed September 2023)

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

We have reviewed our strategy plan and the majority of actions remain the same as part of the 3-year plan, allowing them time to be embedded further or to identify longer term successes. Some of these actions have been amended or adapted based on our current circumstances (e.g. staffing).

When reviewing the impact of our Pupil Premium spending, we have carefully considered our schools context and the barriers, mentioned in our statement of intent, that impact our families and create potential barriers to our children flourishing.

Teaching – Academic Mentor

Previous action from original plan (21-22) which has been removed due to inability to recruit suitable option.

Teaching – Counsellor Role

We successfully recruited a 'Child School Counsellor' for academic year 21-22. At the start of the current academic year, our staff member has been on maternity leave. Specific 1:1 counselling has been supported through our pastoral TA and redeployment of another member of staff who oversees and runs our vertical coaching intervention.

We have also trained additional staff in level 3 safeguarding. We now have 1 staff member per year group who takes a lead on attendance across the year group due to counsellor role being absent due to maternity. Additionally, we have increased our family support workers hours to enable us to meet the needs of our PPG families better, and particularly those under Early Help.

We now have a team around our Federation SENDco and Inclusion lead enabling those children to access suitable support mechanisms. Whilst this has seen a spike in families needing support, we now have better processes and systems in place to ensure we can provide appropriate support ensuring this is sustainable.

We have also continued our larger scale counsellor options through our 'vertical coaching' intervention. Children have 3 sessions throughout the week with the school counsellor (growing to multiple support staff next year 23/24) aimed at developing their skills amongst their peers, rather than just with one adult on a 1:1 basis.

Currently, 34% of our PPG children are involved in our vertical coaching programme. We use Boxall profiling to ensure the children are making good or better progress against their SEMH targets.

Teaching – The Write Stuff

Our investment in the 'Write Stuff' writing programme has increased from the original budget. We recognised that, with a significant staff turnover, we needed further CPD and input, which was sought from the programme author. This has included demonstration lessons, book looks and planned observations over the last academic year.

Whilst the structure is in place, the programme is not yet fully embedded and we expect to invest in further visits from the programme author next academic year in light of some data this year. Following a summer review and 2 external moderations, we have been able to tweak our offer and ensure our understanding of assessment around this is more robust.

End of year assessments (22/23) show progress in closing the gap between PPG and non-PPG children in some year groups and cohorts although this is not yet consistent across all groups.

| | 2021/2022 | | 2022/2023 | |
|-------------------------|------------------|----------------------|------------------|----------------------|
| | PPG % @ ARE or + | Non-PPG % @ ARE or + | PPG % @ ARE or + | Non-PPG % @ ARE or + |
| Current cohort – Y6 | 21% | 45% | 33% | 45% |
| Current cohort – Y5 | 46% | 38% | 25% | 43% |
| Current cohort Year 4 | 25% | 61% | 25% | 75% |
| Current cohort - Year 3 | N/A | N/A | 40% | 51% |

21/22

In year 6, there was a significant gap. This cohort had a significant number of children on our SEN register. There are complex issues in this year group around behaviour (including 20+ fixed term exclusions for one child), family circumstances and attendance (some on part time timetables). These issues have been prioritised for school staff ranging from leadership to family support worker and individual TAs. 2 of these children are new (within 12months) to the school.

Year 5 has significant attendance issues with some of the PPG children. We have provided one of our year 5 teachers with additional Level 3 safeguarding so we can act more promptly to support families with attendance issues, which will impact the amount of learning they access.

22/23

As a result of swift intervention and increased attendance, the previous year 5 (now year 6) have closed the gap slightly on the non-ppg children.

In the current year 5, PPG children achieve ARE has declined, we believe due to the new more robust assessment system outlined by the Write Stuff. This has further been reinforced by external moderation during the summer term, which has allowed us to be much clearer around assessments for all year groups.

Teaching – Targeted TA Support/ Reciprocal Reader/ Read, Write, Inc & Fresh Start Provision

53% (22/23) of our PPG children are currently in our bottom 20% of readers. We have been able to implement and embed a 'Read, Write, Inc' catch up programme to support and target children phonetic gaps. This scheme, which follows on from our Infant School, enables to the children to access tailored books to their learning point. TAs have been given additional CPD, and our school timetable has been adjusted to ensure reading is at the heart of what we do. Children's progress has accelerated since doing this and assessments show fewer phonic gaps. A recent external county review praised our reading strategy.

For some of the 57%, phonics catch-up is not suitable for their needs. TAs who are not delivering Read, Write, Inc deliver Reciprocal Reading to those children. Children have shown increased progress related to their current attainment. All children in this group have termly assessments to ensure they are given the correct provision to catch up their reading. Children are assessed through the reading fluency rubric when we feel they are at a level to potential engage with additional whole class reading strategies.

Maths Tutoring

Our maths tutoring had an average impact over the Spring/Summer terms in 2022. This was partly due to long term staff illness. We had planned to repeat the maths tutoring with a returning teacher in Easter 2023. Unfortunately, due to staff illness, we could not facilitate this for a longer period of time.

Wider Strategies

During the academic year 2022 to 2023, our pupil premium eligible children benefitted from a wide range of additional support. By utilising our pupil premium, we have been able to provide some of the following to our families.

Families have benefitted from support with purchasing uniform.

Food parcels and hampers were provided to our eligible families throughout the academic year. This increased significantly during the cost of living crisis.

Additionally, eligible pupils were able to attend school trips to Stonehenge, The Roman Ruins in Caerleon, Wales, the local museum and more throughout the year by using the fund to support their attendance. For older children in year 6, this included the opportunity to go to

Grenville House for a week long residential. Without the support of the pupil premium grant, they would not be able to attend due to the cost.

Whilst these do not account for any academic progress, these additional outcomes allow us to close the gap of opportunity for those children at risk of missing out. These children may not have had access to previous opportunity to develop skills and talents outside of the classroom.

| Intended outcome | Success criteria | 21/22 | 22/23 | 23/24 |
|--|---|--------------|--------------|--------------|
| Closing the attainment gap in writing through embedding the write stuff | All children close the gap with National Outcomes. PP children achieve in line and exceed their peers | Yellow | Yellow | |
| School Counsellor to support needs to SEMH of disadvantaged and pupil premium children | Children feel emotionally safe to engage with learning. Children have a key adult to talk to Attendance and attitude in learning improves. | Green | Red | |
| Maths tutoring – release of UP3 to deliver custom programme | PP attainment is in line or above National Outcomes | Yellow | Red | |
| Raise attainment in timetables through timetable rockstars | PP children achieve comparably with peers in MTC | Green | Green | |
| Targeted TA support to deliver timetable strategy, RWI phonics and Fresh Start | Fewer children on reading intervention support due to secure phonics Closing gap in reading attainment | Yellow | Green | |
| Reciprocal Reader Intervention Programme £1800 per year | Closing gap in reading attainment PP children foster a love for books. | Green | Green | |
| Read, Write, Inc Phonics Provision Fresh Start phonics UPK2 provision | Fewer children on reading intervention support due to secure phonics Closing gap in reading attainment | Yellow | Green | |
| Trips/Residential/School Uniform/Sports clubs. Music tuition | Children develop skills outside of the classroom to engage and motivate. PP children are aspirational and have high expectations for themselves. | Green | Green | |
| Animals | Children develop skills outside of the classroom to engage and motivate. | Green | Green | |
| Provision Maps Edukey pupil premium bolt on | Edukey provides concise and accurate child information, support plans and parental views. | Green | Yellow | |

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 |
|--------------------|----------------------|
| X Tables Rockstars | TT Rockstars |
| Accelerated Reader | Renaissance Learning |

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? | £0 |
| What was the impact of that spending on service pupil premium eligible pupils? | £0 |

Further Information (optional)

We use school funds in addition to our pupil premium funding allocation to resource the above strategies.