

Pupil premium strategy statement

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	Ladysmith Junior School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	15%
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	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Wilkinson
Pupil premium lead	Neil Williams
Governor / Trustee lead	Jill Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73805
Recovery premium funding allocation this academic year	£7,395
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	£81,200

Part A: Pupil premium strategy plan

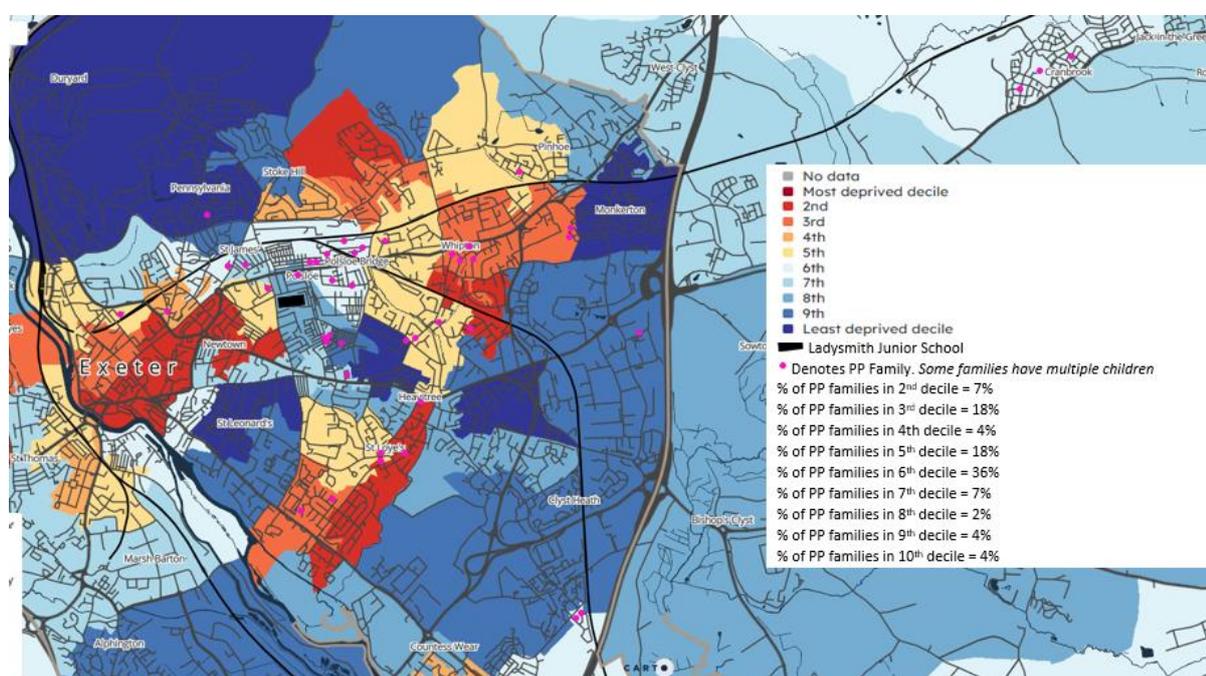
Statement of intent

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 homed in social housing.

This alongside research conducted by the EEF. 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 a, 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.



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. 30% of PP under EH, CIN or CP. 41% 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 65% of children are currently below ARE
3	Low attainment in writing – 70% of children are currently below ARE
4	Low maths attainment – 69% of children are currently below ARE
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>CPD – The Write Stuff £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>	2, 3, 5
<p>Counsellor Role including national qualification £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</p>	1

	<p>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>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline, but are not included in this summary, which is limited to interventions that focus directly on behaviour.</p> <p>Key findings</p> <ol style="list-style-type: none"> 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. 	
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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></p> <p><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</p>	<p>0% 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</p>	4

<p>& iPads for classroom to access daily £5748</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>	
<p>Targeted TA support to deliver timetable strategy, RWI phonics and Fresh Start £9374</p>	<p>15% of Pupil Premium children in Year 3 and 4 have additional SEN needs and 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> <p><u>EEF Research Teaching Assistant Interventions Average +4 months progress</u></p> <p><i>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>4, 5</p>
<p><i>Reciprocal Reader Intervention Programme</i> £1800 per year</p>	<p>65% of Pupil Premium Children are below ARE for reading. 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><i>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:</i></p> <ul style="list-style-type: none"> <i>• 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;</i> <i>• reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</i> <i>• The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success</i> 	<p>2</p>
<p><i>Read, Write, Inc Phonics Provision</i> £7727</p> <p><i>Fresh Start phonics UPK2 provision</i> £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><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i></p> <p><i>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.</i></p>	<p>2</p>

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 will different experiences.</p> <p>Having a school uniform has been shown to have a positive effect on self-esteem, identify 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> <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> <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 December 2022)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 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. 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

We were unable to secure a suitable Academic Mentor through the NTP. We sought to employ someone with specific Key Stage and Read, Write, Inc experience, but we were unable to secure any suitable candidates. This was additional funding added to the plan via the NTP and catch up premiums. The intention from this element was included in our internal Read, Write, Inc programme and targeted TA support. This has been removed from our plan moving forward.

Teaching – Counsellor Role

We successfully recruited a 'Child School Counsellor' to support our children across the school, many of whom are on our PPG and SEND register. Many of our PPG children who benefitted from working with our school counsellor but were not on our SEND list had attendance issues or other contributory factors. This role has enabled us to support the families further through Early Help.

The significant number of children and families needing this, meant we redeployed an additional member of staff to support our school counsellor, and an additional member of staff to support the PPG children with attendance issues.

We now have a small 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.

Moving further into the year, we developed this approach to a larger scale called 'vertical coaching'. Children have 3 sessions throughout the week with the school counsellor 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, 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 later in the school year. This scheme has had one term of being fully embedded.

Initial internal assessments show significant progress in closing the gap between PPG and non-PPG children in some year groups and cohorts.

	PPG % @ ARE or +	Non-PPG % @ ARE or +
Year 6	58%	59%
Year 5	21%	45%
Year 4	46%	38%
Year 3	25%	61%

In year 3, there is clearly a larger gap. We believe that staff turnover has been a contributory factor combined with the cohorts previous writing input/impact of lockdowns. When starting a new approach to writing, it has taken longer for this to embed for some of those children.

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.

In terms of progress from last academic year, more PPG children are reaching ARE in their writing at this first assessment point.

	PPG % @ ARE or + (End of 2021/2022)	PPG % @ ARE or + (End of Autumn 2022)
Year 6	47%	58%
Year 5	43%	21%
Year 4	29%	46%

Year 3	No data	25%
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Teaching – Targeted TA Support/ Reciprocal Reader/ Read, Write, Inc & Fresh Start Provision

57% 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 catches 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. This was partly due to long term staff illness. We have planned to repeat the maths tutoring with a returning teaching in Easter 2023.

As of September 2022, we had over 50% new teachers. We made the decision to release our math specialist for 2 days, across our Federation, to ensure all teachers deliver quality first teaching. Part of this budget contributed to White Rose CPD for new staff. Our maths lead can then provide timely feedback, via incremental coaching, and supporting teaching with PPG and SEND children.

We are on track to ensure PPG children close the gap with non-PPG in the current academic year.

Wider Strategies

During the academic year 2021 to 2022, 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 PGL Beam House or 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.

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.