

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 20234 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	Laithes Primary School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	53%
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	13/09/2021
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	G Fletcher
Governor / Trustee lead	Ian Hague-Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,872
Recovery premium funding allocation this academic year	£27,115
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	£2,119,934 (total Govt grants) £290,987 PPG related

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 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.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals and that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The Key Principles of this strategy are:

- Ensuring that all teaching is good or better.
- To allocate specialist staff to deliver interventions in Speech, Phonics and Reading.
- 1-1 support for identified children
- Targeted support for all children through bespoke training for all Teaching Assistants.
- Additional SEMH support

Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to school in CLL. Poor communication skills and poverty of vocabulary
2	Many pupils have low levels of resilience and self -belief
3	Attainment gap in Reading for PP group
4	Attainment gap in children achieving Greater Depth particularly in Writing
5	Lower than average attendance for PP group

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 attainment for pupils eligible for PP funding in reading, writing and maths	<p>Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2.</p> <p>Gaps analysis in reading, writing and maths is used by teachers to underpin lesson planning</p> <p>Gaps analysis in reading, writing and maths provides targets for PP Progress meetings. Pupils exercise books clearly show learning sequences in all subjects designed to address gaps in understanding</p>
No significant attainment gap between higher achieving children eligible for Pupil Premium, and their non-PP peers.	<p>Data shows no significant attainment gap between higher achieving children eligible for Pupil Premium, and their non PP peers.</p> <p>Increased number of children achieving Greater Depth in Writing.</p>
All children to be in receipt of good or better teaching	Quality first teaching and targeted interventions ensure gaps are addressed and % of children achieving at or above ARE increases
Increased attendance for pupils eligible for PP.	<p>Attendance for pupil premium children is in line with National <96%</p> <p>Daily monitoring of PP attendance – target families to receive home visit on Day 1.</p>
<p>Pupils well -being is supported effectively to ensure they are ready for learning and develop a passion for learning</p> <p>Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life</p>	<p>'Incredible Me' interventions and 'Feelings Group' to support any PP children who have SEMH barriers.</p> <p>'Incredible Me' strategies embedded throughout the school.</p> <p>Where appropriate PP children are prioritised at cultural, sporting and other external activities</p>

<p>High quality curriculum initiatives are targeted to address poverty of vocabulary</p>	<p>Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority</p>
<p>Parents and carers are encouraged to play an active role in their child's education</p> <p>Children and families believe they can do well in the future</p>	<p>Number of parents/carers attending events increases.</p> <p>Parents are able to actively engage with Remote Learning if required.</p> <p>PP children are swiftly referred to the Family Support Worker when required.</p>

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: £181,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of reading to be systematic and high quality. Ongoing RWI training and support from the English Hub.</p> <p>Teachers and TAs delivering daily RWI in EYFS, KS1 and interventions in KS2</p> <p>Phonics lead to be non class based 1 day per week for coaching</p> <p>Assistant Head to lead Reading Y2-Y6 (non class based 1 day per week)</p>	<p>EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	3
<p>Use high quality assessment and diagnosis of Writing to target and adapt teaching to pupils' needs.</p> <ul style="list-style-type: none"> Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. 	<p>EEF +6 months Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Formative assessment can be integrated into classroom teaching strategies to help ensure that pupil needs are identified and teaching is appropriately targeted. Formative assessment involves eliciting evidence of learning from pupils on an ongoing basis and adapting teaching to meet pupils' needs. To do this, teachers need to plan activities that will reveal what pupils are thinking, bringing to light learning gaps or misconceptions. Strategies that can be used include:</p> <ul style="list-style-type: none"> effective questioning—'Yesterday we learned the word "amateur". Can you tell me what amateur means?'; all-student response systems—'Try spelling "immediately" on your mini-whiteboards then hold them up so I can see'; and carefully designed tasks that aim to assess specific learning gaps—'Add 	4

	apostrophes into the sentences on this handout.'	
CPD on metacognition and self-regulation approaches to teaching.	EEF The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	2

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

Budgeted cost: £34,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early speech and language intervention to narrow vocabulary gap on entry to school	EEF Findings On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development	1
Keep-Up Phonics sessions Staff trained in 1:2:1 RWI	EEF places 1:1 tuition high on their scale of effectiveness (+5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learners' needs (+4 months). Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 and 3
TA to deliver YARK intervention in KS2 two	EEF (+5 months)	3

mornings per week. Monitored by Assistant Head.	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase parental engagement.</p> <p>Workshops which encourage parents to support their children with reading and more intensive programmes for families in crisis. PSA and Learning Mentor to deliver Webster Stratton parenting course. PSA – 5 days Learning Mentor 5 days</p>	<p>EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	2 and 5
<p>Deputy Head teacher (SENDCO and Inclusion lead) to be non-class based</p> <p>Learning mentor to develop children's social and emotional wellbeing. To target PP children underachieving because of social, emotional and behavioural reasons.</p> <p>Weekly Feelings Group to support SEMH.</p>	<p>EEF</p> <p>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.</p> <p>Internal data shows reduction in FTE and reduction in behavioural incidents. Reduction in bullying incidents. Improved attendance and attainment for vulnerable groups.</p>	2 and 5
<p>EWO Attendance Package. Parent Support Advisor able to conduct regular home visits to ensure good attendance and punctuality. Regular monitoring and contact with families.</p>	<p>Education Inclusion and Partnership Team (EIPT)- evidence indicates importance of an effective attendance policy which includes a range of strategies.</p> <p>Ensuring effective data systems and leadership are in place around attendance, to ensure the targeted implementation of intervention and support for students.</p> <p>The use of comparison letters to parents to address any bias they may have about their child's level of absence, compared to their peers.</p> <p>The use of 'nudge texts' directly to the 'at risk' students to encourage them to attend school more regularly.</p>	5

	In school monitoring and support of students to keep their attendance on track.	
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Total budgeted cost: £ 303,198

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.

Early Speech and Language					
EYFSP					
CONTEXT	Laithes Primary School (2040)		Local Authority - Barnsley		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	40	-	2,729	n/a	-
Gender (Boys)	40.0%	100.0%	51.6%	-11.6%	100.0%
SEN Support	17.5%	100.0%	8.6%	+8.9%	98.8%
EHCP/Statement	0.0%	100.0%	2.0%	-2.0%	98.8%
Ethnicity (BME)	5.0%	100.0%	4.8%	+0.2%	98.8%
Language (EAL)	12.5%	100.0%	8.0%	+4.5%	100.0%
Disadvantaged	25.0%	100.0%	21.8%	+3.2%	99.7%
ASSESSMENTS					
Item	Laithes Primary School (2040)		Value	Local Authority - Barnsley	
Item	Value	Cov.	Value	Gap	Cov.
Good Level of Development	77.5%		68.7%	+8.8%	
Average no. ELGs at expected	13.8		13.9	-0.1	
All Goals, Exp+	77.5%		65.9%	+11.6%	
Prime Goals, Exp+	80.0%		74.6%	+5.4%	
Com. & Lang. Goals, Exp+	80.0%		78.5%	+1.5%	
PSE Goals, Exp+	80.0%		81.2%	-1.2%	
Phys. Dev. Goals, Exp+	90.0%		83.8%	+6.2%	
Specific Goals, Exp+	77.5%		66.6%	+10.9%	
Literacy Goals, Exp+	77.5%		70.2%	+7.3%	

Maths Goals, Exp+	80.0%		76.4%		+3.6%
Und. The World Goals, Exp+	77.5%		77.8%		-0.3%
Exp. Arts & Des. Goals, Exp+	80.0%		80.9%		-0.9%

The proportion of Disadvantaged children in EYFS is above national and the Local Authority. Speech and Language interventions have had a positive impact on outcomes for children at the end of EYFS 2023.

Disadvantaged children achieving a Good Level of Development in Communication and Language was 92.9% (LA 69.9%) compared to 73.1% of non-disadvantaged children (LA 81.4%)

Phonics

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
Local Authority - Barnsley		Cohort	2851	2,888	2,794 -94	2,871 +77		-	-	-
		WA	82.3%	80.3%	81.1% +0.8%	85.5% +4.4%		-	-	-
		APS	0.3	33.0	33.4 +0.4	34.2 +0.8		-	-	-
2040 Laithes Primary School		Cohort	47	57	42 -15	41 -1		-	-	-
		WA	86.4%	73.7%	92.9% +19.2%	92.7% -0.2%		-	+18.4%	-4.6%
		APS	0.3	31.0	35.4 +4.4	37.0 +1.6		-	+4.0	+0.8

Attainment of disadvantaged pupils in Year 1 2023

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
Local Authority - Barnsley		Cohort	747	747	753 +6	742 -11		-	-	-
		WA	72.7%	69.9%	70.7% +0.8%	77.4% +6.7%		-	-	-
		APS	0.3	30.4	30.5 +0.1	32.2 +1.7		-	-	-
2040 Laithes Primary School		Cohort	26	31	26 -5	22 -4		-	-	-
		WA	82.6%	64.5%	92.3% +27.8%	90.9% -1.4%		-	+27.0%	-8.1%
		APS	0.3	28.7	34.9 +6.2	37.0 +2.1		-	+6.1	+0.4

Outcomes for Pupil Premium pupils are significantly above the local authority and the average point score is improving year on year.

Phonics Historic data	2017		2018		2019		2022		2023	
Pass Y1 32+	67	55.2%	56	58.9%	57	73.7%	42	92.9%	41	92.7%
National		81.2%		82.5%		81.9%		75.5%		85.5%
Dis/PP	36	47.2%	33	51.5%	31	64.5%	26	92.3%	22	90.9%

The gap between Pupil Premium and Non Pupil Premium has narrowed. Outcomes are above National.

Attendance

<u>Total Attendance</u>	Whole School %		Other Pupils %				Disadvantaged Pupils %			
	Number	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance		
Including Under 5s	334	94.21	116	34.73	95.10	197	58.98	93.71		
Excluding U5s	295	94.42	96	32.54	95.39	180	61.02	93.92		

<u>Persistent absentees</u>	Whole School			Other Pupils				Disadvantaged Pupils			
	Number	% of full cohort	average % attendance	Number	% of cohort	% of Other Pupils	average % attendance	Number	% of cohort	% of Dis Pupils	average % attendance
Including Under 5s	62	18.56	85.06	19	30.65	16.38	86.59	40	64.52	20.30	84.82
Excluding U5s	47	15.93	85.06	12	25.53	12.50	86.43	32	68.09	17.78	84.99

National Average attendance figures for Primary Schools in 2022-23 was 94.1% for all pupils. Laithes is in line with this figure. Nationally there was a gap between FSM (88.7%) and non FSM (93.9%). Laithes has a gap between disadvantaged 93.7% and other pupils 95.1% but it is narrower than the national picture. This continues to be a prime focus so school improvement.

