

Pupil premium strategy statement

Lydgate Junior School

December 2022

This statement details our school's use of pupil premium (and Covid-19 recovery premium for the 2022-23 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

Context	
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year / years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	16/12/2022
Date on which it will be reviewed	01/12/2023
Statement authorised by	R Hurding Headteacher
Pupil premium lead	R Hurding Headteacher
Governor lead	Simon Hamilton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,455
Recovery premium funding allocation this academic year	£ 8,555
Pupil premium funding carried forward from previous years	£ 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	£ 94,010

Part A: Pupil premium strategy plan

Statement of intent

At Lydgate Junior School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by finances, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged and the non-disadvantaged pupils
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience through our RRS (Rights Respecting School) and RHE (Relationships and Health Education) ethos and curriculum
- ✓ Access a wider range of opportunities to develop their knowledge and understanding of the world

Our context:

Lydgate Junior School is a larger than average Key Stage 2 only school. It is fully subscribed in all year groups.

Historically it has been amongst the lowest funded per pupil school in Sheffield and nationally, due in some part to the relatively low level of disadvantage in the local community and specifically in the school population.

In many ways the school is representative of the city – just under 20% of pupils have EAL; 30 languages other than English as a first language. However, the school community is significantly different to the average: while the number of children entitled to FSM has increased it is still just 12% of the number on roll; attendance is always above local and national average. (94.7% to December 2022, against a national average of 92.5%); pupil mobility is very low – around one fifth of the Sheffield average, with the vast majority of pupils staying with us for the entire key stage.

Locally, the community is relatively advantaged, with the parent body being amongst the most affluent in the country (income over £60,000 pa), having a high level of higher education (in excess of 60% of parents) and a very low unemployment rate (one of the lowest 12 constituencies in the country).

Most pupils (around 108 out of 120 entering Year 3) come from our feeder Infant School. The prior learning is usually significantly above average across the year group, although covid has impacted on this data..

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective 'quality first teaching'
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, booster sessions and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential experiences and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and the arts
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. Any children who have been identified as having social and emotional difficulties will work with our Pastoral lead in The Hub
- Provide children with the necessary tools to help regulate their emotions using our whole school approach – Zones of Regulation and the Thrive approach.

Challenges

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

	Detail of challenge
1	Social, emotional and mental health – our observations indicate that many of these children struggle to regulate or understand their emotions
2	Internal data shows that the attainment gap in reading, writing and maths between the PP children and non-PP children is significant and that we are not closing the gap year on year.
3	Gender – Girls out-perform boys in in all three subjects (reading, writing and maths), with PPG & gender having a greater difference (except in maths)
4	Access to wider opportunities: though opportunities are made available they are not taken up necessarily
5	Behaviour – linked to S&E difficulties:
6	PPG pupils achieve well by the end of KS2 but some fail to convert to greater depth (GD)

Intended outcomes

This section explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they (the outcomes) have been achieved.

Intended outcome	Success criteria
Reduce the gap between PP and non-PP pupils achieving the expected standard in writing by the end of KS2	There is no gap between the two identified groups in terms of percentage writing at EXS + in (possibly / hopefully moderated) end of Year 6 Teacher Assessments in June 2023.
Improved maths attainment among disadvantaged pupils	For those children engaged in school-led NTP and class intervention, maths attainment reaches EXS + by the end of academic year 2022/2023.
Improved reading attainment for disadvantaged pupils	For all children to be confident readers. There is no gap identified in reading between PP and non-PP pupils.
Narrow the gender gap in attainment	Engage and inspire all in writing through - teachers good subject knowledge and pedagogical skills; English Leaders' plans being fully implemented and embedded; English Leaders impact through training, intervention, observation, feedback and support, so that the percentage of PPG children 'below EXS' in writing is halved in each year group by the end of academic year 2022/2023.
Pupils are able to self-regulate and manage emotions, so that good attitudes to learning and healthy mental well-being are having a strong, positive, impact on progress.	The PPG children who access pastoral support in school make at least expected progress over the academic year in R, W and M, and that the percentage reduction in children 'Below EXS' is at least as good for PPG children as for the comparative group.
Improved rate of learning for those children who are more frequently recorded as being out of class (and therefore missing learning) either by self-election or by being removed, as time out of class needed to calm. (Recorded in CPOMS)	Termly behaviour reports show fewer occasions where identified children are leaving class (other than for authorised interventions etc.), term on term The Thrive approach is used throughout school to support emotional regulation.

Activity in this academic year)

This section details how we intend to spend our pupil premium (and recovery premium)

this academic year to address the challenges listed above.

Teaching, targeted academic support and wider strategies

Budgeted cost: £ 93,040

Activity	Evidence that supports this approach	Challenge number
<i>Additional TA support and pastoral time to enhance children's relationship skills and help the children to identify barriers to their own goals and how to overcome them.</i>	EEF recommended approach using the recommendations from Social and Emotional Learning n Primary Schools Guidance. Use of The Thrive approach.	1
<i>Resource – The Dyslexia Portfolio is being introduced & CPD is needed to adopt and use this.</i> <i>TA to run the Portfolio.</i>	EEF guidance reports that high quality teaching and curriculum adaptations increases the understanding of some children who have dyslexic profiles. This should provide a more personalised curriculum and result in improved academic achievement	2
<i>LA Moderator training</i> <i>English subject leaders release for curriculum development to enable, Deep dives, monitoring and library development.</i>	Using the EEF Improving Literacy at KS2 recommendations will ensure that teachers understand that the evidence shows that 'for PP pupils to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing'.	2
<i>Teachers' CPD on 'Pedagogy' – focus on the principals of good feedback and linking this with high quality teaching including careful formative assessment</i>	EEF Teacher Feedback to improve pupil Learning Guidance has recommendations drawn from the best available international evidence and it suggests that quality feedback will be of benefit to the pupils.	2
<i>REACH – reading intervention, training, resources, staffing – Year 3 only</i>	Evidence from the EEF guidance Improving Literacy in KS2 advises schools to support pupils to develop fluent reading capabilities.	2

Activity	Evidence that supports this approach	Challenge number
<i>One to one and small group tuition will support children in several maths interventions. Training will be undertaken to support the Catch Up Numeracy programme.</i>	EEF 'Improving Mathematics in Key Stages 2 and 3', together with the EEF recommendations in 'One to one tuition' and 'Small group tuition' suggests that high or moderate impact can be achieved.	2, 6
<i>Writing Conferences – by teacher release</i>	Working one to one teacher and child should ensure the expected standard or greater depth standards are reachable.	2, 3, 6
<i>Birmingham Toolkit – SEND additional needs at individual pupil level</i>	EEF Teaching and Learning Toolkit, one to one tuition states that this approach ensures additional progress is made.	2, 3
<i>CPD (for both teachers and TAs) to ensure they share an understanding of what good support looks like</i>	EEF - making best use of TAs document states that when the TA helps a child to develop independent learning strategies the child will have improved learning outcomes	2, 3
<i>LEXIA – reading intervention out of school hours - early morning</i>	Improving Literacy in Key Stage 2 – EEF evidence states that fluent reading supports comprehension. School data shows that our pupils make additional progress using this early morning intervention	2, 6
<i>Forest School Lead & Co-ordinator</i>	Child-centred inspirational learning offering opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting	4,5
<i>School-led tuition, including teacher training and delivery costs</i>	One to one work will be done for maths and small group work for literacy. Both these will have a good impact as this is what the evidence from the Teaching and Learning Toolkit suggests.	2, 3, 6

Activity	Evidence that supports this approach	Challenge number
<i>York Y5 residential, Y6 residential and other educational visits and opportunities</i>	Wider opportunities – evidence tells us that there may well be a positive to school subsidising these events as they increase motivation and teamwork skills. The evidence is found in the EEF ‘Outdoor Adventure Learning Guidance’	4
<i>SENCo assistant – one day</i>	Research from EEF states that training for teaching assistants and teachers will ensure better academic outcomes for pupils	1, 2, 3,
<i>CPOMS purchase annual year 1</i>	Better communication with regard to all staff having access to the behaviour records of children over the lunchtime period and whole day	5
<i>R&HE (Relationships and Health Education) development – staff release Whole staff training on ‘Zones of Regulation’ Whole-school RRS approach to be embedded Thrive training Attachment training Trauma training</i>	Evidence from ‘Improving social and emotional learning in Primary schools Guidance Report states that, ‘the evidence suggests that how SEL is adopted and embedded really matters for children’s outcomes’	1, 5
<i>Leader release for RRS ethos/ development</i>	Whole-school commitment to the Rights Respecting School ethos will ensure the reduction of challenging behaviour, low level disruption and the safety of our pupils from bullying. This will result in increased learning opportunities and the EEF reports that any intervention can produce moderate improvements in academic performance.	1, 5
<i>Diagnostic assessment will be used to provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses.</i>	When used effectively, EEF states that diagnostic assessments can highlight areas for development.	2, 6
<i>Decolonisation – reflecting diversity in the school community by work with The Prosperity Project</i>	Engagement, through seeing themselves reflected in the curriculum, will lead to improved progress and improved self-esteem.	1, 2

Activity	Evidence that supports this approach	Challenge number
<i>Phonics – prior attainment shows phonics gaps. Targeted small group work with specialist.</i>	EEF states that there is extensive evidence that the teaching of phonics has a positive impact on the development of reading skills, particularly for children of disadvantaged backgrounds	2
<i>Extended TA hours for one to one lunchtime support</i>	EEF states that consistency and coherence at whole-school level of managing behaviour is paramount. When embedded, this will have impact on attainment outcomes.	1, 5
<i>Extra MDSA hours for pastoral / behaviour needs support and interventions – music, Lego, chess, gardening</i> <i>Appointment of Pastoral/Learning Mentor Role</i>	EEF states that consistency and coherence at whole-school level of managing behaviour is paramount. When embedded, this will have impact on attainment outcomes.	1, 5

Total budgeted cost: £ 93,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The previous plan ended at July 2022. At that time there were improved differences in attainment for the PPG and non-PPG groups in reading, writing and maths.

Reading had been a clear focus of the school, and remained so into this academic year. Care and effort was made to include every PPG pupil in Lexia (reading intervention) from the start of the academic year.

Year 6 Pupils meeting expected standard in Reading	
Whole year group	88%
Non PPG	90%
PPG	73%
National	75%

Writing is the key focus for school development this year at all levels.

Year 6 Pupils meeting expected standard in Writing	
Whole year group	59%
Non PPG	62%
PPG	37%
National	69%

This data shows that, though the PP group is small in number, there is impact to be made and a gap to be addressed. School maintains its focus on writing this year, with some gains in the English development plan to be made by training in effective teaching of reading to support writing.

Year 6 Pupils meeting expected standard in Maths	
Whole year group	87%
Non PPG	88%
PPG	64%
National	71%

Maths data – We need to continue to prioritise PP pupils achieving expected standards in Maths.

School priorities for 2022 to 2023

Priority 1

The Quality of Education

- Writing and handwriting is consistently taught to enable standards to improve and to increase greater depth writers
- Phonics is consistently high quality using 'Little Wandle' to enable all children to become fluent readers
- Lydgate offers a progressive curriculum that gives life experience and enables all children to access all subjects

Priority 2

Behaviour and attitudes

- **Review and update behaviour policy link to RRS and Thrive approach with clear learning behaviours and expectations**
 - Consistent use of CPOMS and children's plans so all know how to support
 - High expectations from all adults children to be ready to learn
 - Adults are curious and engage and support all children
 - Children and adults are supported and encouraged to be 'Rights Respecting'

Priority 3

Personal development

- **Designated mental health lead – develop a whole school approach to promote mental health and well-being**
- Thrive is introduced to support all children and help adults to understand
- Well Being @work – the well-being of all is intrinsic to schools values
- Inclusive school – all children are offered rich opportunities
- Forest school accessed by all children and impacts on learning behaviours
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Priority 4

Leadership and management

- All leaders are working to improve outcomes across school for all groups of children – combined score increases
- All leaders are ensuring that Lydgate's Curriculum- intent and implementation is embedded consistently across school
- Communication at all levels enables all to feel included and supports all to help improve school

All leaders are ensuring that Lydgate's Curriculum and vision is shared by all and consistently taught

Externally provided programmes

Programme	Programme
REACH	Education City
Lexia	Word Shark
CPOMS	Power Maths
Literacy Shed	Little Wandle
Boxall Profile	My Maths
Schofield & Sim Maths	White Rose Maths

Service pupil premium funding (optional)

Not applicable – Lydgate Junior School has no pupils attracting this element of PPG.

RH Dec 2022