



PUPIL PREMIUM STRATEGY

2021--24

Liscard Primary School – September 2023



Pupil Premium Grant

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The Pupil Premium Grant (PPG) is funding provided to schools in addition to the main school funding. It is allocated according to the number of pupils on-roll who are eligible for Free School Meals (FSM), a smaller amount allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for each school to decide how the PPG is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Since September 2012, this information must be published on the school website.

Please see below for information regarding how the PPG was spent in the last financial year, the impact of this funding, and the plans for future spending.

Pupil Premium Strategy Statement

Executive Summary

The Pupil Premium Strategy holds the school leaders to account for the money allocated to support Pupil Premium children to achieve as well as their peers. There are barriers Pupil Premium children can encounter that prevent them from achieving well.

Key Barriers to Learning

At Liscard Primary School, we have identified the following:-

- **Attendance** – Children fall behind when they do not attend school every day. Children whose attendance is 90% or lower are considered to be persistent absentees miss so much school that they have gaps in their learning. During the last academic year, 40% of Pupil Premium children were persistent absentees.
- **Language Gap** – Many children starting school lack confidence in their ability to develop their speaking and listening skills. If they do not develop their language through social interactions, they do not make the progress.
- **Reading** – Where children do not have access to regular reading and phonics practice or the opportunity to enjoy listening to books being read to them, they fall further behind.
- **Personal and Social Education** – As the result of lockdown children in the Early Years have taken time to be able to follow routines, work independently on learning tasks for a short period of time and to persevere when learning is challenging.

Evidence Used to Identify These Issues

Attendance is recorded on a Management Information System called Arbor. The Attendance Officer scrutinises individual children's attendance on a daily basis. Persistent absentees attendance is a key focus.

The phonics tracker is used to monitor the attainment and progress of all children in the Early Years and Key Stage 1.

Electronic programmes such as Accelerated Reader and Bug Club provide regular assessments so that learning gaps can be identified and addressed.

Approaches to Close the Gaps

We follow a tiered approach based on the research by the Education Endowment Fund (EEF).

Regular training in staff meetings about strategies to improve teaching and children's learning has enabled the celebration and sharing of good practice. Ensuring an effective teacher is in front of every class who encourages all children to be aspirational is the key to rapid improvement.

The current arrangement of four teaching groups in each year group, rather than three large classes ensures there is targeted improvement. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.

Breakfast club encourages children to come into school and be ready for learning. Afterschool enrichment clubs for target children have improved pupil progress and attainment.

Wider strategies such as support children's social emotional and mental health give the best chance for children to do well. The curriculum delivery is enhanced by school visits and visitors to the school.



The Education Endowment Fund Guide to Pupil Premium (June 2019)

Research Evidence to Support Chosen Approach

We use the research from the Education Endowment Fund to frame our approach to closing attainment and progress gaps. We have used the EEF benchmarking tool (Making the Difference for Disadvantaged Benchmarking and Reflection) to evaluate the impact of previous Pupil Premium spend.

School Overview

Metric	Data
School name	Liscard Primary School
Pupils in school	(aged 2 – 11 years)
Proportion of disadvantaged pupils	Pupil Premium – Years 1-6
Pupil Premium allocation this academic year	£343,385 (£1,385 per child) (£2410 per adopted child)
Academic year or years covered by statement	2021- 24
Publish date	September 2023
Review date	July 2024
Statement authorised by	Sue Talbot
Pupil Premium lead	Lindsey Moran
Governor lead	Anna Dollard

Review 2022-23

Year 6 Outcomes for 2022/2023 – End of Key Stage 2

Pupil Premium Pupils → 41 (46.6%)

Non Pupil Premium Pupils → 47 (53.4%)

Attainment 2023 shows the percentage of pupils who were working at the expected level for Year 6. A number of online assessments were used, for example, Accelerated Reader, Learning by Questions etc

Data is based on Teacher Assessments. Provisional Key Stage 2 SAT data is also listed.

Provisional Key Stage 2 Data – July 2023

SUBJECTS	Teacher Assessment and Key Stage 2 SAT Outcomes				Test Scaled Scores			
	Pre Key Stage	Towards	At or above	Greater	<100	100+	110+	Average
Reading		20(22.7%)	68 (77.3%)	32 (36.4%)				105.9
Writing		24 (27.3%)	64(73%)	9 (10.2%)				
Mathematics		17 (19.3%)	71 (81%)	17 (19%)				104
GPS		29 (33%)	59 (67%)	15 (17%)				
Science			72 (82%)					
R,W&M			59 (67%)					

SUBJECTS	Teacher Assessment and Key Stage 2 SAT Outcomes for Pupil Premium Children				Test Scaled Scores			
	Pre Key Stage	Towards	At or above	Greater	<100	100+	110+	Average
Reading		13 (31.7%)	28 (68.3%)	12(29.3%)				104
Writing		17 (41.5%)	21 (51.2%)	3 (7.3%)				
Mathematics		13 (31.7%)	28 (68.3%)	5 (12.2%)				101.7
GPS		19 (46.3%)	21 (51.2%)	7 (17.1%)				
Science			28 (68.3%)					
R,W&M			21 (51.2%)					

In reading the gap between pupil premium and non pupil premium was 16.8%. In writing the gap was 21.1%. In mathematics the gap was 23.2%.

Strategy Aims for Disadvantaged Pupils

Below are the key priorities for spending Pupil Premium. They relate to the barriers as outlined in the executive summary at the beginning of this document.

Measure	Activity
Priority 1	To improve language acquisition using explicit strategies to extend vocabulary in language rich environments and further develop children’s expressive and receptive language (VOICE 21).
Priority 2	To develop pupil independence (metacognition and self-regulation)
Barriers to learning these priorities address	Children’s oral language and communication skills as assessed on entry to the school indicate a significant gap (as identified by assessment tools such as Wellcomm).
Projected spending	£106,519
Impact	Evaluative Measures
	Foundation 1 The highest areas of attainment were:- Building relationships - 54% Listening and attention - 52.4% Gross motor skills - 52.4% Numerical Patterns - 47.6% Comprehension - 46% Word reading - 44% Speaking - 41.3%

	<p>The lowest areas of attainment was Managing self – 39.7% Listening and Attention- more on track compared to speaking. Wellcomm interventions/ phonics groups to focus on phase 1 aspects.</p> <p>Foundation 2</p> <p>Speaking 65 children working at age related expectations. 27 boys and 38 girls are age expected compared to 17 boys and 8 girls working below. 16 Disadvantaged children working at age expectations with 13 Disadvantaged children working below. There are 25 % more Not Disadvantaged children on track.</p> <p>Self regulation 68 children working at age related expectations with 22 children working below. 30 boys and 38 girls are age expected compared to 14 boys and 8 girls working below. 16 Disadvantaged children working at age expectations with 13 Disadvantaged children working below. There are 30 % more Not Disadvantaged children on track.</p> <p>Managing Self 68 children working at age related expectations with 22 children working below. 30 boys and 38 girls are age expected compared to 14 boys and 8 girls working below. 18 Disadvantaged children working at age expectations with 11 children working below. There are 20 % more Not Disadvantaged children on track.</p>
--	---

Teaching Priorities for Current Academic Year 2022-23

Aim	Target	Target date
Progress in Reading	Achieve better than national average progress scores at the end of KS2	July 2023
Impact	Attainment – reading 77% was 4% higher than the national average. The average scale score in reading was 105.9.	
Progress in Writing	Achieve better than national average progress scores at the end of KS2	July 2023
Impact	Attainment – writing 73% was 2% higher than the national average. The average scale score in writing was 102.5.	
Progress in Mathematics	Achieve better than national average progress scores at the end of KS2	July 2023
Impact	Attainment – mathematics 81% was 8% higher than the national average. The average scale score was 104.	
Phonics	Increase the number of Pupil Premium children reaching the expected standard in Phonics so that there is no gap between PP and non PP	July 2023
Impact	<p>The cohort had roughly the same number of boys than girls (45 and 44 respectively). The average score was 34.9 with 86.5% (77) of children attaining the standard. A slightly higher percentage of girls (88.6%) met the standard but the gender gap was small (4.2%).</p> <p>34.8% of the cohort are pupil premium. A lower percentage of non pupil premium (87.1%) met the standard. The gap was 0.9% with more pupil premium than non pupil premium attaining the standard.</p> <p>There were 21 children identified as SEN support. Twelve children (57.1%) achieved the standard compared to 64 (95.5%) non SEN children.</p> <p>All EAL (1) children met the standard.</p>	
Attendance	Reduce the number of disadvantaged children categorised as persistent absentees from 59	July 2023
Impact	The table below indicates the attendance of groups up to and including July 13 th 2023.	

Category	Percentage Attendance Now	Percentage Attendance Year to date	Percentage Attendance Year to date (Nat Ave)	Percentage PA
Total	95.9%	94%	93.7%	14.9%
Boys	96.5%	94%	93.7%	15.8%
Girls	95.3%	94.4%	93.7%	14%
Pupil Premium	96.1%	93.4%	93.7%	22%
SEND	95.9%	93.3%	93.7%	22.3%
EAL	100%	95.1%	95.1%	12.5%

Tracking of PA – Spring/Summer 2023

Children	Total	90%+ attendance	Improved attendance	Declining attendance
Key Stage 1	40	12 (30%)	22 (55%)	6 (15%)
Key Stage 2	53	14 (26%)	24 (45%)	15 (28%)

Targeted Academic Support for Current Academic Year 2022-23

Measure	Activity
Priority 1	Continue with the Rapid groups and Pupil Premium groups in English and maths so that disadvantaged children have maximum opportunity to make better than expected progress
Impact	<p>In Year 1 all children made expected progress in reading and writing. Children made better than expected progress in mathematics.</p> <p>Boys made slightly less progress in reading, writing and mathematics.</p> <p>Girls made more progress across core subjects.</p> <p>Pupil Premium made more progress than non Pupil Premium in reading and mathematics.</p> <p>SEN support made more progress than their peers in mathematics.</p> <p>EHCP made expected progress.</p> <p>In Year 2 all children make expected progress in reading. Boys, pupil premium and SEN children made better than expected progress.</p> <p>Progress in writing for all children is just less than expected (non pupil premium, non SEN girls). Boys, pupil premium children make better than expected progress.</p> <p>Children made better than expected progress in mathematics – in particular, pupil premium and SEN children.</p> <p>In Year 3 both boys and girls made better than expected progress in all three subjects. Children in all vulnerable groups make most progress in mathematics.</p> <p>Two LAC children did not make expected progress in writing and mathematics, despite focussed interventions. This lack of progress was attributable to lack of stability in placements.</p> <p>In Year 4 progress for all children in reading and mathematics was better than expected. Progress for boys in reading and mathematics is better than expected. Boys made expected progress in writing. Girls made better than expected progress in reading and mathematics. Progress for pupil premium in all core subjects is better than expected.</p> <p>Progress for SEN support children is better than expected in all core subjects but particularly in reading and mathematics.</p> <p>In Year 5 all children made better than expected progress in all core subjects. Progress for all vulnerable groups was better than expected. Boys made good progress in reading, writing and mathematics.</p> <p>Pupil Premium children made accelerated progress in reading and better than expected progress in mathematics. SEN support children have made accelerated progress in reading, writing and mathematics. LAC made accelerated progress in reading and expected progress in writing and mathematics. EAL children made expected progress in reading, writing and mathematics.</p>
Priority 2	Provide early interventions and support for the youngest children on entry to the school so that attainment in phonics, reading and

	writing increases
Impact	<p>Foundation 1 - The highest areas of attainment were:-</p> <p>Building relationships - 54%</p> <p>Listening and attention - 52.4%</p> <p>Gross motor skills - 52.4%</p> <p>Numerical Patterns - 47.6%</p> <p>Comprehension - 46%</p> <p>Word reading - 44%</p> <p>Progress of all groups is better than expected. Girls made more progress (7.1) than the boys (6.6). Non free school meal children made accelerated progress (7.4). SEN support children made expected progress whereas non SEN children made accelerated progress. The children made most progress in speaking, building relationships and Listening, Attention and Understanding.</p> <p>Foundation 2 - The highest attaining areas of development were:-</p> <p>Gross motor skills – 85.6%</p> <p>Word reading – 77.8%</p> <p>Numerical patterns – 76.7%</p> <p>Writing 74.4%</p> <p>Comprehension 72.2%</p>
Barriers to learning these priorities address	<p>Attendance every day at school – Attendance in Early Years is lower than the rest of the school</p> <p>Not all parents feel they have the knowledge and understanding to support their child in reading and phonics</p>

Wider Strategies for the Current Academic Year

The following table provides a detailed breakdown as to how the Pupil Premium funding will be spent to achieve the key priorities listed above.

Pre-school F1 / F2 / - Barriers and Planned Provision	
Additional Speech and Language to support vulnerable pupils who are causing concern – weekly visits from Speech Therapist to increase attainment and progress in phonics, reading and writing.	
Part funded increased staffing in Pre-school /F1 - Teaching Assistants (TAs). 1: 4 – 1: 10 adult ratio to target Pupil premium children to increase attainment and progress in English and Maths.	
Part funding towards increased staffing in F2 providing 3 full-time TAs, 1 part time TA to target PPG families and increase attainment and progress in English and Maths.	
Part funding towards a TA to provide management cover to allow Year Leader to work with staff and parents providing workshops and small group work (Targeting Pupil Premium families.)	
Sub Total	£46,487
Years 1 – 6	
Part funding of 4 full-time additional teachers per year group for PPG pupil's Rapid group, to increase attainment and progress in English and Maths.	
1 to 1 online tuition support to address any learning gaps for new Year 6 cohort (focus SPaG and writing)	
Small group support to address any learning gaps with target pupils (PPG & LAC)	
Part funding of Accelerated Reader Programme Years 2 – 6, purchasing new books to inspire and develop daily reading and response.	
Music tuition offered to LAC and FSM pupils half price – subsidy of £67 per child.	
Sub Total	£133,006
Whole School Provision	
Part funding of additional Level 3 TAs for each year group to provide continued small group support to increase attainment and progress in English and Maths (Targeting PPG pupils).	
Part funding for 2 Family Support workers employed to work with vulnerable and PPG families, improving attendance and punctuality and reducing pupils' barriers to learning	
Part funding of Attendance Officer to work with PPG children.	
Before and after school clubs subsidised.	

FSM pupil's contribution to school events halved. Subsidised by £15 per FSM pupil	
Residential stay pupil premium subsidy	
Additional resources to support PPG workshops and activities.	
Nurture/lunch clubs – 6 hours per week x 2 staff.	
Enrichment clubs offered to all PPG children for 1 hour twice per week	
Free Breakfast Club for FSM children	
Alternative Therapy/Support for LAC and Disadvantage – Hooves for Healing; Creating Careers etc.	
Sub Total	£164,862
Total	£343,385

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistency regarding high expectations and aspirations for children's learning and behaviour for learning	Middle leaders ensure key messages are shared with year group teams. Reminders about metacognition strategies. Learning walks and children's workbook share provide feedback to staff.
Targeted support	Ensure writing, reading and Maths Ready to Progress strategies deepen children's understanding, retention of knowledge and application.	Quality CPD, book scrutiny and talking to children about their learning and understanding.
Wider strategies	Improving attendance for all children with a specific focus on the attendance of PP children.	Weekly monitoring of attendance of children classed as persistent absentees; class attendance trophies.

We will continue to use the Pupil Premium Grant and the school budget to continue to support children with their learning and close gaps between Pupil Premium pupils and non Pupil Premium pupils. We will also use the funding to enhance children's learning experiences.