

PUPIL PREMIUM
STRATEGY
2021—24
INTENDED OUTCOMES
2023-24



Liscard Primary School –
September 2023

Pupil Premium Strategy Plan 2023-24

Statement of Intent

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. We want to ensure that all children feel happy and safe in school so they are ready to learn.

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.

We will offer high quality teaching to all pupils but we will ensure that our disadvantaged pupils have every opportunity to make accelerated progress from their varied starting points. We will endeavour to close attainment and progress gaps. We will consider the challenges faced by vulnerable pupils such as those who have a social worker.

We will continue to evaluate our practice so that children know more, remember more and can do more.

Challenges

The table below outlines the key challenges to achievement we have identified among our disadvantaged pupils.

Detail of Challenge	
1.	There are still repercussions of lockdown, and other external influences which have impacted on the attendance of many children. Although persistent absence of Pupil Premium has decreased from 40% (2021-22) to 23.4% (2022-23), there is still room for improvement.
2.	Due to the lack of enrichment opportunities taken up by a significant number of children beyond the school, the school must provide children with rich and varied learning opportunities.
3.	Holiday requests in term time have risen.
4.	Many children starting school lack confidence in their ability to develop their communication, language and listening skills. If they do not develop their language through social interactions, they do not make the progress.
5.	An increasing number of children have been affected by adverse childhood experiences leading to mental health problems and extreme behaviours
6.	As a result of changing social interaction habits following on from the pandemic, children in the Early Years have taken time to be able to follow routines, self regulate, work independently on learning tasks for a short period of time and to persevere when learning is challenging.

Intended Outcomes

Below are the outcomes we are aiming to achieve by the end of our current strategy plan. There are measures. They relate to the challenges as outlined at the beginning of this document.

Intended Outcome	Activity
Outcome 1	Continue to improve language acquisition across the curriculum using explicit strategies to increase the proficient use of subject specific vocabulary.
Outcome 2	Provide early interventions and support for the youngest children on entry to the school so that attainment in phonics, reading, handwriting, and writing cohesion increases.
Outcome 3	Continue to develop pupil self-regulation for children in Early Years and SEND children throughout the school.
Outcome 4	Encourage children to make concrete links between current and previous learning so that children know more and remember more.
Outcome 5	Continue with the Rapid groups and Pupil Premium groups across all areas of the curriculum so that disadvantaged children have:- a. maximum opportunity to make better than expected progress b. children can make links with previous knowledge and skills so that children can do more, know more and remember more

Targeted Outcomes This Academic Year 2023-24	
Outcomes	Impact/Evaluative Measures
1. Disadvantaged children to achieve above the national average progress score in reading.	1. Continue with the Rapid groups and Pupil Premium groups across all areas of the curriculum so that disadvantaged children have:- a. maximum opportunity to make better than expected progress b. children can make links with previous knowledge and skills c. children do more, know more and remember more 2. Continue with the bespoke phonics group in Foundation 2 for those children struggling with phase 1 and 2 phonic acquisition. 3. Consistent whole school approach to guided reading sessions in Early Years and Key Stage 1 4. Whole school approach to up-leveiling children's vocabulary and sentence accuracy 5. In-house assessment indicates that disadvantaged children are make better than expected progress through Bug Club assessments (F2 and Year 1), or Star Reader 6. Increase in the percentage of children attaining age related expectations and greater depth.

2.	Disadvantaged children to achieve above the national average progress score in writing.	<ol style="list-style-type: none"> 1. Continue with the Rapid groups and Pupil Premium groups across all areas of the curriculum so that disadvantaged children have:- <ol style="list-style-type: none"> a. maximum opportunity to make better than expected progress b. children can make links with previous knowledge and skills c. children do more, know more and remember more 2. Introduce and implement the newly revised Ready Steady Write literacy scheme with a focus on up-leveiling vocabulary and sentence structure and accuracy 3. Increase the opportunity for incidental writes which are then refined through editing. 4. Increase pupil proficiency in spelling, punctuation and grammar so that more children attain the standard at the end of Year 6.
3.	Disadvantaged children to achieve above national average progress score in mathematics.	<ol style="list-style-type: none"> 1. Continue with the Rapid groups and Pupil Premium groups across all areas of the curriculum so that disadvantaged children have:- <ol style="list-style-type: none"> a. maximum opportunity to make better than expected progress b. children can make links with previous knowledge and skills c. children do more, know more and remember more 2. Identify gaps in knowledge and understanding through an audit of coverage and attainment. 3. Continue to embed mathematics sequences, whilst refining coverage. 4. Continue to implement strategies from the mathematics training, so that children continually use the correct mathematical vocabulary in the correct context to show reasoning and explanation. 5. Increase in the percentage of children attaining age related expectations and greater depth.

Wider Strategies for the Current Academic Year 2023-24

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 handwriting and cohesion)	
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. Funding of fiction books to enhance history topics	
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 and foundation subjects (Targeting PPG pupils).	
Part funding for 1 Family Support worker 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	
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	163,892
Total	£343,385

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistency regarding high expectations and aspirations for	Middle leaders ensure key messages are shared with year group teams. Reminders about metacognition

	children's learning and behaviour for learning	strategies. All subject leads plan and conduct Learning walks and children's workbook share provide feedback to staff.
Targeted support	<p>Ensure writing, reading and Maths Ready to Progress strategies deepen children's understanding, retention of knowledge and application.</p> <p>Review individual subject Knowledge Mats to ensure necessary vocabulary only</p> <p>Simplify knowledge and skill progression vocabulary so it is accessible to all.</p>	Quality CPD, book looks and talking to children about their learning and understanding.
Wider strategies	<p>Improving attendance for all children with a specific focus on the attendance of PP children.</p> <p>Reduce the number of Persistent Absentees</p>	Weekly monitoring of attendance of children classed as persistent absentees;