



# Pupil Premium Strategy Statement Lickhill Primary School

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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
Lickhill Primary School	
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	15% - 2021-2022 16.8% - 2022-2023 15% - 2023 - 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Lloyd Principal
Pupil premium lead	Kate Jones Assistant Principal
Governor / Trustee lead	Anna Tyler PP Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45 150 (incl. PLAC)
Recovery premium funding allocation this academic year	£4640.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49790.00



## Statement of intent

**INTENT:** Our intention is that every student at Lickhill Primary School, irrespective of their background, starting points or challenges will achieve the very best outcomes in progress and attainment. Our children have the right to experience success, to be challenged, to participate, to possess aspirations and to be held in high regard. We strive to provide high levels of Quality First Teaching for all. The delivery of a high-quality curriculum is underpinned by our expert practitioners, strong levels of subject knowledge and quality resources. This is supplemented by additional tuition to support all children whenever it is most needed.

Each child will have their wellbeing supported and their lives enhanced by a rich array of experiences and opportunities beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. There will be a culture of belonging where every student feels like an important part of our school community and is nurtured and challenged to become a confident learner who can thrive in a changing world. This will be developed through positive routines, relationships and responses, supported by ongoing CPD for all staff and clear communication of these to students, parents and carers. A high-quality pastoral system will be the foundation of this culture with our Thrive approach at its centre. Excellent relationships will be fostered between school staff, students, and their families which will harness the connectedness that we seek. Our core values of Knowledge, Attributes, Skills and Experiences are woven throughout every aspect of school life which shapes our strategy and approaches. Our intention is shared with all stakeholders, including governors and by all who work with our young people. High aspirations will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and reaching into the world beyond Primary School into further education and work. Our curriculum will be ambitious, broad, and inclusive in order to meet the needs of all learners.

### Aims:

- ✓ To consistently improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or better in Reading, Writing and Maths combined, compares favourably to disadvantaged and non-disadvantaged pupils nationally
- ✓ To improve attendance for all children at a disadvantage pupils **so that** attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally
- ✓ To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life.

### Key principles of our strategy plan:

#### We will:

1. Promote our refreshed school ethos "*making up is more important than messing up*" linked to our "5 and Thrive" behaviour approach.
2. Assess the needs of all disadvantaged pupils
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this
4. Ensure that the most vulnerable are our priority
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils
6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately

7. Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised
8. Provide mentoring support for all pupils to help them develop strong life-long learning behaviours
9. Enrich their educational and life experiences through educational visits that are partially funded through the PPG
10. Utilise staff strengths so that planned action has the biggest impact
11. Rigorously and frequently track their progress
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

## Challenges and Barriers to learning

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

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.
2	A higher proportion of pupils in school are demonstrating a decline in Communication and Interaction skills
3	Often pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.
4	Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
5	Some of our Pupil Premium pupils have poor attendance and are at risk of being classed as Persistently Absent or are regularly late into school.
6	Some of our pupils have lower expectations of themselves as learners; they lack the confidence to contribute in class and will not risk pushing themselves beyond their comfort zone; they often have poorer metacognitive skills than other pupils and don't understand how they learn best.
7	Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.
8	Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of limited life experiences compared to other pupils in school.

9	Some of our disadvantaged pupils suffer high anxiety levels and come from families where there is a history of poor mental well-being that is impacting on their own mental health and well-being.
10	Speech and Language entry levels in Reception have been declining in recent years.

## 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
<b>Improved outcomes in Reading</b>	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading is above national Progress measures between KS1 and KS2 in Reading are above national for disadvantaged pupils
<b>Improved outcomes in Writing</b>	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Writing is within range. Progress measures between KS1 and KS2 in Writing are above national for disadvantaged pupils
<b>Improved outcomes in Mathematics</b>	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Mathematics is above national Progress measures between KS1 and KS2 in Mathematics are above national for disadvantaged pupils
<b>Improved outcomes in EYFS</b>	Disadvantaged pupils in EYFS achieve GLD
<b>Improved outcomes in the Year 1 Phonics Screening Test</b>	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures
<b>Improved attendance of disadvantaged pupils</b>	Attendance of disadvantaged pupils is greater than 96%
<b>Social and emotional needs are met</b>	The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development
<b>Increased opportunities leading to increased cultural capital</b>	All disadvantaged pupils will access the wider curriculum in school eg clubs, visits and trips

## 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:** £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD to improve the quality of teaching, in particular for the most disadvantaged pupils with a focus on practice and retrieval</p>	<p>Improving the quality of teaching in Mathematics through establishing a Teaching for Mastery Approach.</p> <p>Improving the delivery of Writing throughout school establishing The Write Stuff Jane Considine approach now introducing this into Year 2 as well as years 3,4,5 and 6. We also use the CUSP sentence composition units to focus on the fundamental aspects of writing.</p> <p>Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas; we will also be providing these pupils with the knowledge and cultural capital to succeed in life. This is supported through utilising a CUSP curriculum approach in Science as well as History, Geography, Art and DT</p> <p><b>Research evidence that supports approach:</b>  <b>EEF - Feedback +6</b>  <b>EEF – Teaching for Mastery + 5</b></p>	<p>1 6</p>
<p>RWI Reception/Year 1 &amp; 2</p>	<p>Superb scheme to target early understanding and progression in phonics which then supports reading and writing. Small, targeted groups taught by highly trained staff to deliver synthetic phonics programme. Staff are also confident to upskill other adults and new members of staff to role this intervention out. New staff to receive full RWI training during the year by the Phonics Lead.</p> <p><b>EEF – FEEDBACK + 5</b></p>	<p>1 2</p>

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

**Budgeted cost:** £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early SALT interventions targeting Reception and Year 1 children</p>	<p>Ongoing evidence from baseline and preschool transition information which highlights a lower entrance level in Language and communication and poor levels of expressive language</p> <p><b>Research evidence that supports approach:</b>  <b>EEF – Small group tuition + 4</b>  <b>EEF – Oral Language interventions +6</b></p>	<p>3 10</p>
<p>Whole class listening skills intervention SALT interventions</p>	<p>Baseline observations show that listening and attention are low on entry</p> <p><b>Research evidence that supports approach:</b>  <b>EEF – Oral Language interventions +6</b></p>	<p>10</p>
<p>Memory Intervention</p>	<p>Supporting children to develop increasing levels of attention and listening through memory activities focusing on developing short- and long-term memory.</p> <p><b>EEF small group intervention +4</b>  <b>EEF meta cognition and self-regulation +7</b></p>	<p>2 3</p>
<p>Delivery of Mastering Number programme (R-Y2 and including Year 3) Number stacks – Small group/ 1-1 additional maths support</p>	<p>To ensure solid and consistent understanding and application of number sense bridging the foundation stage expectations through to the expectations of the national curriculum.</p> <p>Gaps in maths learning identified through ongoing teacher assessment demonstrate pupils need more access to regular and repetitive mathematical support</p> <p><b>Research evidence that supports approach:</b>  <b>EEF –small group intervention +4</b></p>	<p>1 3 6</p>
<p>FAME musical tutoring + cover cost of private tutoring</p>	<p>Offering experiences to those who are disadvantaged. Enabling children to play a musical instrument who would not usually have this opportunity to do so. They learn a musical instrument, read music, play as a group and hopefully develop a love for music to then take up the opportunity of having private tuition.</p> <p><b>EEF ; Arts +3</b></p>	<p>6 8</p>



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,410.00

Activity	Evidence that supports this approach						Challenge number(s) addressed	
<p>Inform parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Half termly meetings to monitor,</p> <p>Attendance officer plans to update /merge reporting to parents in sessions and days rather than percentages.</p> <p>Through research it has been identified that % is inaccurate and does not reflect true picture.</p>	<p>2000-2021</p> <p>(X codes)</p>	<p>%</p>		<p>2021-2022</p> <p>(Co – R)</p>	<p>%</p>		<p>2022-2023</p> <p>%</p>	<p>5</p>
	All	96		All	92		All	95
	Non DVPP	97		Non DVPP	92		Non DVPP	95
	DVPP	94		DVPP	89		DVPP	93
	SEND	94		SEND	89		SEND	94
	Non-SEND	97		Non-SEND	92		Non-SEND	96
	GRT	71		GRT	70		GRT	90
	EAL	90		EAL	86		EAL	86
	<p>Half termly parental communication updates to celebrate attendance above 97% or significantly improved.</p> <p>Voucher rewards for improved or sustained attendance above 97%</p> <p>Regular communication with parents</p> <p><b>Research evidence that supports approach:</b>  <b>EEF: Parental engagement +4 months</b></p>							
<p>Target pupils who are lacking in confidence and who have low self-esteem and limited life experience to take part in after school clubs as a priority.</p> <p>PE Lead/PP lead to track the uptake of enrichment opportunities</p>	<p>Historic monitoring of attendance at clubs for disadvantaged pupils has shown that there is a lower uptake than non-disadvantaged pupils.</p> <p><b>Research evidence that supports approach:</b>  <b>EEF: Aspiration interventions; Arts participation +3 months</b>  <b>EEF- extending school time +3</b>  <b>EEF -TA interventions +4</b></p>						<p>5 7 8</p>	
<p>Target pupils who show an increased level of anxiety in school</p>	<p>Positive outcomes from previous intervention support using our Thrive Approach as a therapeutic intervention. School are also involving WEST to support families in need.</p> <p><b>Research evidence that supports approach:</b></p>						<p>3 6 7 9</p>	

	<b>EEF: + 4</b>	
Target pupils/ families who need additional financial (capped at £150.00 per child) for support for specialist eye tracking assessment and glasses and subsidised trips	<p>Historic monitoring and knowledge of our families indicates that some struggle to fund the larger costings for eye assessment, trips and residential.</p> <p>School to inform families of the financial year (trips/opportunities etc.)</p> <p>School to offer a voucher system to support families in choosing enrichments throughout the year.</p>	<p>4</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>

**Total budgeted cost: £49,790.00**

## Part B:

### Review of the previous academic Year 2022-23

#### Lickhill Primary School results 2022-23

KS2 SATS	Writing	SPAG	Reading	Maths	Combined
ARE	86%	93%	90%	90%	75%
GD	28%	37%	28%	28%	21%
Pupil Premium	85%	85% ARE 43% GD	86% 29% GD	86% 14% GD	86%
SEND	57%	100% 43% GD	100% 43% GD	86% 0% GD	57%

### KS1 Phonics screen results – 90%

Whole school Attendance 94%

Viewing attendance statistics between 04/09/2022 and 26/07/2023

	Attendance	Authorised	Approved	Unauthorised
All	94.95	3.66	0.71	1.4
FSM	92.81	5.29	0.66	2.05
EAL	78.34	20.59	0.27	1.07
SEN	93.78	4.56	0.87	1.66
Pupil Premium	93.15	4.95	0.76	1.89
Boys	94.94	3.71	0.77	1.36
Girls	94.96	3.6	0.64	1.44

# Review of the previous academic year 2021-2022

## Lickhill Primary School results 2021 - 2022

### Key Stage 1

#### Phonics Screening Check

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
87%	75%

#### Key Stage 1 National Curriculum Teacher Assessments

##### ▪ Reading

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
80%	83%

##### ▪ Writing

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
37%	50%

##### ▪ Maths

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
70%	67%

#### Key Stage 2 National Curriculum Teacher Assessments

##### ▪ Reading

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
79%	67%

##### ▪ Writing

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
68%	67%

##### ▪ Maths

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
79%	67%

##### ▪ Combined

% of all pupils meeting the expected standard	% of disadvantaged pupils meeting the expected standard
64%	67%

**Reading - Improved outcomes in Reading** The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading is above national

See results table - This is a high priority for the SDP next year.

**Writing - Improved outcomes in Writing** The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Writing is within range.

See results table -This is a high priority for the SDP next year.

**Maths - Improved outcomes in Mathematics** The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Mathematics is above national

See results table – subject and approach of Teaching for Mastery will continue to be monitored

**Improved outcomes in EYFS -Disadvantaged pupils in EYFS achieve GLD**

The standard of outcomes in EYFS are improving, gaps are closing but with COVID interruptions many children are still requiring higher levels of support in terms of SALT and social development

**Improved outcomes in the Year 1 Phonics Screening Test -** The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures

See results table

**Improved attendance of disadvantaged pupils** Attendance of disadvantaged pupils is greater than 96%

2021-2022 PP and disadvantages attendance 93%

Opened up breakfast club to targeted PP/disadvantaged families to ensure punctuality and attendance and this has ensured regular intended access to interventions which have been put in place to close gaps in learning. This has had an incredibly positive impact.

2021 – 2022 whole school – 94%

2022-23 target 96% or above.

**Social and emotional needs are met** The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development

Thrive ambassador school, achieved environmental and relational award of excellence–working on empowering targeted children to support others in emotional wellbeing and

mental health. Thrive 1:1 support as well as class understanding of well-being and strategies are supported by trained Thrive practitioners who work closely with staff to work on the gaps in their profiles and develop resilience; growing a stronger mind-set for issues which arise in life. There is a larger number of disadvantaged pupils who receive reparative work and age-appropriate development from class trained practitioners.

**Increased opportunities leading to increased cultural capital All disadvantaged pupils will access the wider curriculum in school eg clubs, visits and trips**

Children have experienced a range of opportunities this year including activities such as Japanese drumming, Bhangra dancing, trips to the Botanical Gardens, Arely Arboretum, Worcester Cathedral and the Hive for a Remembrance workshop and the historical Severn Valley Railway, Bell-boating, Young Voices, KS2 Residential and local history walks. We have been involved in a multitude of inter sporting events and won many of the competitions such as Hockey, Cricket, Cross Country, Football and Athletics. We have encouraged all children to involve themselves in signing up for after school clubs such as Gym and dance, invasion games, choir and a mental health and wellbeing crochet club.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

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**The impact of that spending on service pupil premium eligible pupils**

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