# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2025 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

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| Detail | Data |
| School name | Lady Jane Grey PS |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 6.9% (12) |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2025 |
| Date this statement was published | Updated December 2023 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Michael FitzGerald |
| Pupil premium lead | Michael FitzGerald |
| Governor / Trustee lead | Juliet Martin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13,320 |
| Recovery premium funding allocation this academic year | £0.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £13320 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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| Our aim for our disadvantaged pupils is to give them every opportunity that they need to be successful both academically and at the same time ensure their well-being is at the forefront of their daily life in school. This is regardless of their background and life experiences that may be a barrier to them. We want our provision to enable these children to access and progress as their peers would, closing any gaps between them and the cohort that they are a member of. We aim to provide individual support to allow them to reach their potential and close any gaps in their learning. Careful mentoring and personalised targets are aimed to support their academic progress. Academic progress is one part of our plan and strategy. We also want to enable our disadvantaged children to participate and provide opportunities for the children to build their cultural capital by giving them the chance to explore individual passions and interests.  We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Lady Jane Grey, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils’ attainment will be accelerated and sustained alongside securing the best possible progress for their non-disadvantaged peers. With such a comprehensive plan and following post Covid-19 assessment both academic and pastoral, we have extended the ELSA support hours and appointed a Mental Health Lead. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Disadvantaged children meeting age-related expectations in reading, writing and maths. |
| 2 | Ensuring high impact provision for PP children across the school. |
| 3 | Well-being assessments demonstrated that the positive mental health of a proportion of our disadvantaged pupils had been adversely affected by partial school closures during the pandemic. |
| 4 | Ensuring PP children participate in enrichment activities to further aspirations. |
| 5 | Ensuring PP children’s school attendance remains above 95.4%. |

## 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.

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| Intended outcome | Success criteria |
| Increase of KS1 and KS2 attainment in reading, writing and maths to ensure  closing gaps agenda for PP pupils. | Closed the attainment gap to national average progress/attainment scores in KS1 and KS2 (June 2023) |
| Ensuring high impact provision for PP children across the school. | Detailed programme of support in place for both academic reasons and pastoral support. |
| Ensuring high quality Well-being pastoral support programme is in place. | Comprehensive programme demonstrates all children have access to support and then external, if required. |
| PP children participate in enrichment activities to further aspirations. | Any barriers are removed to opportunities for PP to access enrichment activities:  Currently private swimming lessons  Support to overcome financial barrier to attend residential  Purchase of clothing to ensure comparability to peers |
| Ensuring PP children’s school attendance remains at or better than 95.4% in line with their peers. | Weekly monitoring of attendance register demonstrates high attendance for PP children. School will intervene and contact parents should any PP child attendance falls below 95.4%. Currently monitoring 5/15 pp children whose attendance is below the target set. |

## 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: £500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Extension of the ELSA Pastoral hours to accommodate additional pastoral well-being cases. | There is extensive evidence associating  childhood social and emotional skills with  improved outcomes at a later stage in their lives.  EEF\_Social\_and\_Emotional\_Learning.pdf  educationendowmentfoundation.org.uk | 3 |
| Intervention programme of support running through the school calendar. | EEF Guidance Document states: Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions. | 1, 2 |

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

Budgeted cost: £11320

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Class teachers to lead delivery of TA intervention led sessions. Each class to deliver focused support for PP and recovery premium students.  Targeted SENCO ‘catch-up’ session for all PP students to secure new learning and reinforce newly introduced concepts. • Pupil voice used to assess impact and address areas of need. | The EEF Guidance Document:  ‘Integrating learning from work led by teachers and TA’s.’  Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.  Learning in small group/1:1 interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.  Recommendation 6: Adopt evidence based interventions to support TAs in their small group and 1:1 instruction.   * Schools should use structured interventions with reliable evidence of effectiveness. * Sessions are often brief (20 –  50mins) * Occur regularly (3 – 5 times per week) * Maintained over a sustained period (8 – 20 weeks).   Link: [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 1, 2 |
| Extended interventions classroom based targeted 1:1 see below. |  |  |
| Group reading intervention focused on: • phonic acquisition and decoding • inference, explanation and comprehension | The EEF Guidance Document:  ‘Integrating learning from work led by Teachers and TA’s.’  Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.  Learning in small group/1:1 intervention is consistent with, and extends, work inside the classroom and that pupils understand the links between them.  Recommendation 6: Adopt evidence based interventions to support TAs in their small group and 1:1 instruction.   * Schools should use structured interventions with reliable evidence of effectiveness. * Sessions are often brief (20 –  50mins) * Occur regularly (3 – 5 times per week) * Maintained over a sustained period (8 – 20 weeks).   Link: [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 1, 2 |
| Writing intervention focused on: • manipulating vocabulary and grammatical structures • re-reading and self-editing | 1, 2 |
| Numeracy intervention focused on: • place value / conservation of number • written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills. • reasoning problems (verbal / written questions) | 1, 2 |
| Tutoring opportunities after school homework club for targeted PP children in Year 5/6 | Targeted support for disadvantage children with no home support to complete their homework. | 1, 2, 3 |

**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: £1500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Set up a new Pastoral and well-being base. Hive - Clear identification for all users it is a safe place to talk. | Children need to know they have a team of adults that they can approach and talk to in school with confidence and in private. | 3 |
| Whole staff approach to keeping regular contact with families and parents. | Children and their families need to know they have multiple adults within the school setting that they can go to and trust. Additional support beyond the immediate team is available if needed. | 3 |
| Headteacher and Admin Team to monitor the attendance of PP children half termly - looking for patterns/trends. | Quality first teaching and intervention sessions are the most proactive way to close the attainment gap. Children need to be in school in order to gain the best access to their education. | 5 |
| Personal funding allocated for Residential Trips, Swimming and private swimming lessons,dance lessons for LA child.  Reflexology sessions from external agency – targeting PP children. | The effectiveness of this approach in continuing to widen learning through  enrichment activities are upheld by parental feedback. Opportunities have had a very positive impact upon the children themselves. | 4 |

**Total budgeted cost: £13320**

# 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.

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| End of year assessment analysis indicates that whilst the PP children made progress it was progress that enabled them to steady their overall year attainment. The overall data at the year- end indicated the following.  Reading: 47% are at ARE or above  Writing: 42% are at ARE or above  Numeracy: 63.% are at ARE or above  Clearly the reason for the low outcomes are due to the impact of the COVID-19 pandemic. A national picture reflected the majority of schools across the country, it is evident that the partial closure of schools had a serious negative effect on our disadvantaged pupils. When the school was in lock down and therefore under partial closure, it was not possible to run intervention groups as we would have liked to. Although most pupil premium students continued in school during partial opening, due to restrictions it was not possible to operate our intervention programmes to the same extent. This means that for the current academic year of 2022/23 further targeted intervention work remains a priority. Whilst our whole school attendance for the academic year 2022/23 was 95.4% our disadvantaged children’s attendance was ahead of their peers at 95.7%. This was through consistent school to home contact being made once an absence was declared. 60% of our disadvantaged children achieved comparative attendance levels to their peers – with 40% having greater levels of attendance than their peers. For the academic year 2023/24 the whole school attendance expectations was set for an aspirational 97%.  With regard to Mental Health well-being the pandemic and therefore closures have had a significant impact upon the mental health well-being of all groups of pupils in the school and not just disadvantaged children. Greater number of referrals have been made to the Pastoral team and more parental conversations have taken place due to their concerns. We extended the hours of the ELSA team and incorporated after school support sessions due to increased numbers. A designated space was provided and it is known as the HIVE. It is too early to assess the impact of this programme of support.  **Impact 23/24**  KS2 2024 Results show strong attainment at the end of Year 6 in KS2 SATs 2024. •  Grammar 83%  Numeracy 80%  Writing 86%  Science 86%  Reading 73%  Combined 60%  In all areas National attainment levels were surpassed with the exception being Reading which is in line with the National attainment level of 74%  However, analysing the performance of the current PP cohort, accelerated progress is required for all PP students to reach the expected standard by the end of KS2 summer 2025. The percentage of the whole school PP cohort that are currently on-track to achieve EXS by the end of KS2 in Year 6:  Reading 40%  Writing 40%  Mathematics 40%  5 children represent this group. 3 are currently not on track to achieve expected at the end of Year 6 2025. However, 2 of the children mobiled into the school and arrived as very low ability.  Acroos the school our PP children are on track for 73% to achieve the expected standard by the end of their primary school journey.  Attendance Overall attendance in 2023/24 was 96%, which was above national expectations. The attendance of pupil premium students was 96% which was statistically a match for non-disadvantaged pupils. This demonstrates the impact of the attendance management targets over the 3-years of this plan. Supporting wellbeing Our assessments and observations indicated that pupils’ wellbeing and mental health were significantly impacted over recent years, mainly associated with the pressures of the pandemic, partial closure of schools and a range of family support needs. This has led to the creation of our mental health Well-being base within school which is known as the Hive. |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | * Residential trip paid for out of one allocation. * Museum trip paid for from service allocation |
| What was the impact of that spending on service pupil premium eligible pupils? | * Financial worry of paying for trips removed and a really good experience for the child on the trip. |