

Pupil premium strategy statement

This statement details our school's use of pupil premium (and 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

Detail	Data
School name	Littletown Primary Academy
Number of pupils in school	389 (Plus 44 in Nursery)
Proportion (%) of pupil premium eligible pupils	16.7% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Rebecca Jackson
Governor / Trustee lead	Michelle Ings

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£88,760
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,315

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A
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Part A: Pupil premium strategy plan

Statement of intent

We continue to use pupil premium funding to combine specific targeted strategies for disadvantaged pupil groups and individuals, especially in the midst of learning recovery due to Covid-19, with part subsidy of highly impactful whole school approaches which increase academic progress and wellbeing for all children including the disadvantaged. The ultimate aim is that disadvantaged pupils, like all pupils, attend well, enjoy school and make excellent progress across the curriculum whilst gaining enrichment and additional opportunities bespoke to their needs.

Key principles of high quality curriculum resources and learning vehicles, quality first teaching delivered by excellent teachers and support staff within our core school values, give our disadvantaged pupils the best chance to succeed across the curriculum and in wider school life.

Challenges

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

Challenge number	Detail of challenge
1	<u>Learning needs and Progress gain</u> - With a continuing focus on recovering children's attainment through tutoring, increased school technology and increased Speech and Language intervention in the Early Years.

2	<u>Supporting parents</u> - Focus on rebuilding and sustaining parental engagement
3	<u>Physical readiness to learn</u> - focus on recovering the attendance of those children who are persistently absent and below 85%.
4	<u>Self-esteem and self self-belief</u> - with a focus on rebuilding the Mental wellbeing of PP pupils through the delivery of aspirational visits and providing access to child-initiated outdoor play through OPAL.
5	<u>Pupils safety - Physical and emotional Security and Stability</u> - with a focus on emotional and behaviour strategies/ interventions in order for pupils to participate in school routines.

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 (list and measurement)
Increase in Attainment (progress gains).	<p>Monitored through termly data conversations using INSIGHT assessment platform and SIM updates. Children will increase their attainment from just below ARE to At or Above ARE through:</p> <ul style="list-style-type: none"> -National College - Increase into attainment due to targeted external CPD for all staff -Power Maths – to improve progress and attainment rates in all PP pupils in Maths - Accelerated Reading approach comprehension - to improve progress and attainment rates in all PP pupils in Reading - Read Write Inc. Literacy attainment and progress improved with more children at/above ARE and passing the Year 1 Phonics Test - Lexia - Reading/comprehension will be identified and a programme of personalised intervention will be generated. More children will be achieving their expected targets. -Pathways to Progress - aimed at pupils who were working just below expected in summer term assessments. More children will be at or above ARE by the end of KS2 -Additional weekly tutoring with focused groups and 1:3 with children.

	<p>-WellComm will be used to assess all children in Nursery to identify areas which require further support. An additional adult will then deliver and monitor WellComm for Nursery early speech and language support in Nursery. <i>Currently 48% of Nursery are below ARE in Communication and Language. Projected attainment to 90% AT ARE</i> Monitored through termly conversations using the WellComm assessment materials.</p> <p>-Speech link will be used to assess all Foundation children in Reception to identify areas which require further support. An additional adult will then deliver and monitor Speech and Language Link in Reception. <i>Currently 36 % of Reception are below (with 6% of these working at 0-3 years). Projected attainment to 75% AT ARE (Large number of EAL children in current cohort)</i> Monitored through termly conversations using the Speech and Language Link assessment materials.</p>
Rebuilding parent engagement	<p>Further improve parental engagement, expectation and understanding for PP pupils</p> <ul style="list-style-type: none"> -Timid to Tiger course will run twice this year, offered to targeted parents and run throughout the Spring and Summer terms. Evaluations will evidence the progress and support given to parents. - New structure to SAFS Team, with Family Support Worker available to speak with, support and offer courses to families, and Pastoral Lead available to support children within their school day. <p>Increase in the number of parents who attend meetings and parent workshops throughout the year. Ultimately impacting upon attainment.</p>
Improving Attendance	<p>The monitoring and support offered to families from the Attendance Officer will ensure an increase in attendance.</p> <ul style="list-style-type: none"> -Children with attendance of below 85% will increase to school overall attendance of 95-97%. <p>Successfully subsidising Breakfast club provision also improved the attendance of some PP children.</p> <ul style="list-style-type: none"> - The offer of Breakfast and Afterschool club will ensure an increase in attendance as well as improvement in class attainment and behaviour as children will be present at the start of all lessons. <p>Subsidised school uniform and replacement book bag for targeted PP children</p> <ul style="list-style-type: none"> - Children will be dressed comfortably and appropriately, so they are not distracted from their learning because of feeling different to their peers. Children will have the means to take their reading books home, which will result in a direct impact on their reading attainment.
Improving mental wellbeing and behaviour of pupils	<p>Children from the prior academic year who required Thrive and Nurture support will be assessed via the Boxall.</p>

	<p>-Children's attainment will improve as behaviour in the classroom will settle through 1:1 nurture and lunchclub attendance.</p> <p>Support for Music Tuition and Residential trips for FSM disadvantaged children to raise aspirations by developing self esteem, motivation and self-efficacy and allow full participation.</p> <p>OPAL programme will improve playtimes for all children. The OPAL programme rationale is that "... <i>better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.</i>"</p>
Physical and Emotional Security and Stability	<p>Provision of Young Carers and Little Troopers Group for Military children.</p> <p>- Improved emotional wellbeing and self-esteem of targeted children.</p>

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: £ 2,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The National College Offsetting multiple years of little pedagogical external CPD</p> <p>(Part of a 3 year plan as recommended)</p>	<p>https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</p> <p><i>'CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment'.</i></p>	1

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

Budgeted cost: £45,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power Maths – to improve progress and attainment rates in all PP pupils in Maths Children make increased progress in Maths through responding to increased challenges. More children achieving GD by the end of KS1/2 (Part of a 3 year plan as recommended)	https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html?tab=is-it-for-me%253F <i>Power Maths is built on a world-class and unique mastery teaching model created by leading educational experts from the UK and China.</i> <i>Built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.</i>	1
Continued use of Accelerated Reading approach comprehension - Reading comprehension levels improved and progress increased. More children achieve ARE or GD by the end of KS1/2. (Part of a 3 year plan as recommended)	Sutton Trust: <i>"For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation".</i>	1
Read Write Inc. Purchase of programme for rollout across the school. A scheme proved particularly effective with the lower 20% of attainers. -Literacy attainment and progress improved with more children at/above ARE and passing the Year 1 Phonics Test (Part of a 3 year plan as recommended)	Sutton Trust: EEF Tool kit <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i>	1
Curriculum 22 - Children continue to express an increased enjoyment and engagement in their learning. (Part of a 3 year plan as recommended)	Pupil conferencing last year demonstrated that children were engaged and enthusiastic about their learning across the curriculum, improving outcomes. Express events have also proven to be successful in demonstrating the learning and enjoyment to parents and carers Cornerstones Curriculum has now been updated and renamed 'Curriculum 22' and is being rolled out across the school.	1
Lexia - Children's gaps in reading/comprehension will be identified and a programme of	Sutton Trust: <i>"For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such</i>	1

<p>personalised intervention will be generated.</p> <p>- More children will be achieving their expected targets.</p> <p>(Part of a 3 year plan as recommended)</p>	<p><i>as Reading comprehension strategies and Meta-cognition and self-regulation"</i></p>	
<p>Speech and language intervention – using Speech Link in Reception and WellComm in Nursery.</p> <p>Children make progress towards achieving their targets through the employment of a TA to deliver 1:1 Speech and Language intervention</p> <p>(Part of a 3 year plan as recommended)</p>	<p>Recommended by Speech and Language Therapist.</p> <p><u>Sutton Trust: EEF toolkit</u></p> <p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</i></p> <p><i>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one to-one also have larger impacts.</i></p>	1
<p>Homework club Year 6 – Maths reasoning and arithmetic -</p> <p>Targeted children make progress towards achieving their targets. This has been a successful approach in the academic year 2021/22 particularly for children who regularly fail to complete their homework at home. Attendance once a week</p> <p>(Part of a 3 year plan as recommended)</p>	<p><u>Sutton Trust - EEF Toolkit:</u></p> <p><i>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</i></p> <p>Feedback will be verbal and instant.</p>	1
<p>RWI Tutoring - Children will make progress towards achieving their targets and passing the year 1 phonics test.</p> <p>(Part of a 3 year plan as recommended)</p>	<p><u>Sutton Trust: EEF Tool kit</u></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i></p>	1
<p>Pathways to Progress</p> <p><i>Pathways to Progress</i> is a writing intervention programme designed to be delivered in addition to pupils' English lessons. The programme is predominately aimed at pupils who were working just below expected in summer term assessments and those who have fallen behind due to disruption to learning during the COVID-19 pandemic.</p> <p>(Part of a 3 year plan as recommended)</p>	<p><u>Sutton Trust: EEF Tool kit</u></p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p>	1

School-Led Tutoring Aimed at children Just below ARE (Part of a 3 year plan as recommended)	<u>Sutton Trust: EEF Tool kit</u> Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49,571**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to increased technology for in school learning Chromebook per child for all children Y2 - Y6 for continual availability/learning immersion	<u>Sutton Trust states:</u> <i>'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners'</i>	1
Family Support Worker available to speak with, support and offer courses to families, and Pastoral Lead available to support children within their school day. Empower parents to be able to support their children with key learning. Relationships with school and family developed and improved. (Part of a 3 year plan as recommended)	<u>Sutton Trust:</u> <i>'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes'.</i>	2
Parental Support - for targeted parents – Parent workshops (Repeated course) including Timid to Tiger Parenting skills and approaches for children have improved. Parents feel empowered to be able to support their children at home. (Part of a 3 year plan as recommended)	Some Disadvantaged children were struggling to engage with school work due to a number of home factors such as; poor diet, poor hygiene, communication skills. <i>"Timid to Tiger is an entirely parenting-based approach to managing anxiety in children aged nine years or below. It is based on evidence that anxious children benefit substantially from a parenting style that is clear, calm and consistent"</i> The Mental Elf – evidence based community.	2
Attendance: Provision of an Attendance Officer Will target families where attendance has fallen below 80% initially, meeting with children and	Rapid evidence assessment on attendance interventions for school aged pupils EEF: <i>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics,</i>	3

<p>parents to support and ensure an increase in attendance.</p> <p>Improving Attendance through the provision of subsidised Littletown Laurels Breakfast or Afterschool club</p> <p>Attendance and punctuality improved.</p> <p>Access to education improved.</p> <p>Better results for those underachieving due to poor attendance.</p>	<p><i>delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</i></p> <p>DFE report evidence: 'There is a clear link between poor attendance at school and lower academic achievement'</p>	
<p>Subsidised school uniform including the replacement of book bag for targeted PP children -</p> <p>Children are dressed appropriately for school and for all weathers.</p> <p>Children have a book bag and access to a reading book at home and at school daily.</p>	<p>Children are coming to school without appropriate uniform or school shoes. Some children are feeling different to their peers and this can distract them from their learning.</p> <p>Children without book bags are not reading at home and this is having a direct impact on their reading attainment.</p>	3
<p>Support for Music Tuition for FSM disadvantaged children</p> <p>- By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	<p>By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy</p>	4
<p>Subsidised educational trips and visits</p> <p>Year 4 and Year 6 residential for FSM disadvantaged children</p> <p>Children participate fully in all school educational visits and trips.</p>	<p>Charging and remissions policy (Review September 2020))</p> <p><i>"When parents are informed about a forthcoming visit, it will be made clear that parents who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging.</i></p> <p><i>The governors have agreed that children who are not covered by the Remissions Policy above may be subsidised in accordance with need as identified by the HT, so no child is discriminated against"</i></p>	4
<p>OPAL - Outdoor Play and Learning</p> <p>The OPAL programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."</p>	<p>'Play, in its many forms, represents a natural age-appropriate method for children to explore and learn about the world around them...Through play children acquire knowledge and practice new skills, providing a foundation for more complex processes and academic success.' (Fisher and others, 2008).</p>	4
<p>Emotional Support – Continuing with the 'Boxhall profile'</p> <p>Behaviour and emotional responses improved. Children are</p>	<p><u>Sutton Trust:</u></p> <p><i>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	4

able to self-regulate and focus more on their everyday learning.	<i>They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils".</i> Recommended by Graham Fisher from the Behaviour support team	
To provide a lunch club to support behaviour and relationship building Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning. Lunchtime Nurture Club provided 4 days a week with these staff then supporting children on the playground on a Friday lunchtime.	Sutton Trust states: "Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils."	4
Provision of Young Carers Weekly check-ins for Young Carers plus a weekly lunchtime craft club. Provision of Little Troopers Group for Military children. Weekly check-ins for Little Troopers plus a termly meet. Supporting resources such as books when required.	Young carers have opportunities to talk about their home situation. Where appropriate New referrals to be made to DYC Improved Mental health of Targeted groups. (SDP - Mental Health strategy) Improved emotional wellbeing and self-esteem of targeted children. "Young Carers experience particular challenges that impact on their capacity to achieve and enjoy their time at school" 'Carers Trust' <i>'Military children - anxiety can lead to disrupted learning and this is especially relevant if parents are deployed'. Daniel Sobol</i>	5
Provision of PP Champion	To coordinate the administration of PP spending, as well as coordinating PP funded interventions and support in order to ensure maximum impact on all children.	

Total budgeted cost: £ 97,302

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 2021 to 2022 academic year.

The pandemic caused significant disruption to assessments made in the academic year 2019-2020. Although less disruption was observed in the Recovery year 2020-2021, strict government isolation measures saw higher levels of child and staff absence due to year group and class bubble closures. At the beginning of the year staff made baseline assessments of their children

With data being less available than in previous years due to pandemic, it has been difficult to give an accurate review of the academic progress of pupil premium children this academic year. However, despite most children being on track during the year 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding, it was higher than the national average. At times when all pupils were expected to attend school, absence among some disadvantaged pupils was higher than their peers and some persistent absences were higher. For the first time this year we have had a designated on-site attendance officer who has devised a robust system of monitoring families' persistent absences dropped below the National Average. Due to the continued effect of the pandemic on families the monitoring of attendance will continue to be a focus on the current spending plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions through 1:1 and group nurture support and Timid to Tiger parent support. We have acknowledged that support for disadvantaged families has continued to increase over the course of this year and have designated some of our Pupil Premium funding for 2022/2023 in the employment of a Family Support Worker and continued employment of our Pastoral Lead.

The Education Endowment Fund (EEF) launched research that shows an increased number of four- and five-year-olds requiring help with language. 76% of primary schools surveyed by EEF said pupils starting school in September 2020 needed more support with communication than in previous years.. (National Literacy Trust). In April 2021, The Oracy All Party Parliamentary Group reported that 66% of primary teachers have seen a detrimental effect on the spoken language development of their Pupil Premium students and in one study conducted by Oxford University Press and The Centre for Education and Youth, 92% of teachers stated that school closures had contributed to a widening of the vocabulary 'word gap' This data clearly shows the true impact of the pandemic and the urgent need to combat the severe impact on children's learning and Literacy. We will continue to build on this approach funding programmes such as Well Comm, Language and Speech Link, Lexia, Accelerated Reading and Read, Write Inc.

The data shows the clear and urgent need to combat the pandemic's severe impact on children's learning and literacy

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We had a dedicated group 'Little Troopers', held every Friday lunchtime supported by the Pupil Premium champion. This group was dedicated to supporting the emotional wellbeing of service children. This academic year saw the group reduced to only 4 children. 3 of these children were new to the school and although Little Troopers was well advertised only the child who had been in previous years was actively involved in Little Troopers.</p> <p>Service children were identified to class teachers and resources for emotional support (such as books and links to websites) shared for as and when required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers successfully monitored the emotional wellbeing and academic progress of service children in their class. 100% of children achieved ARE for all areas of learning.</p> <p>For the academic year 2022/2023 numbers of service children will drop to 3. As these children were successfully supported in class last year we will continue to offer support in this way for this academic year.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.