

Pupil Premium Strategy Statement 2024-2025 – Lyppard Grange Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	47 pupils (11.2%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	4 September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Becky Thorp
Pupil premium lead	Hannah Brown
Governor / Trustee lead	Lucy Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation 2024-2025	£ 81 734
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 81 734

Part A: Pupil Premium Strategy Plan

Statement of intent

At Lyppard Grange Primary School, we aim for our pupils to maximise their academic, social, emotional, and behavioural potential in order for them to have high aspirations and a love of lifelong learning.

We have identified our Pupil Premium pupils as having the following barriers to future attainment:

- **Attendance and Punctuality.** Attendance and punctuality of pupil premium pupils at our school is currently lower than that of their non pupil premium peers. Given the importance of attendance, promoting attendance and punctuality continues to be an area of focus.
- **Opportunities for enrichment activities.** Historically pupil premium pupils do not achieve in line with their non pupil premium peers in core areas such as Maths and English. We aim to close the gap by providing enrichment activities that enable them to boost their self-esteem by discovering new interests and talents.
- **Additional SEND needs such as moderate or specific learning needs.** A percentage of our pupil premium pupils also have Special Educational Needs that leave them more vulnerable to underachievement in relation to their non-SEND peers.
- **Specific social, emotional and mental health needs which affect their learning.** A significant number of our pupil premium pupils experience poor mental health. Our SEMH provision continues to provide targeted support for these pupils alongside our whole school approach to SEMH.

We aim to:

- **Improve outcomes for pupil premium pupils so that the gap between Pupil Premium and non-Pupil Premium pupils is narrowed.**
- **Improve attendance for our Pupil Premium pupils so that attendance figures compare favourably to non-Pupil Premium pupils both in school and nationally.**
- **Reduce persistent absenteeism of Pupil Premium pupils so that their learning is more consistent and gaps in learning are minimised.**

- **Develop the knowledge of pupil's individual social and emotional needs which affect their learning and improve their readiness to learn.**
- **Enrich their educational and life experiences through educational visits and experiences that are either fully or partly funded.**
- **Increase progress and attainment for Pupil Premium pupils across the wider curriculum so pupils discover interests and talents and foster a lifelong love of learning.**
- **Ensure that Pupil Premium pupils are ready for the next stage of their education.**

Our strategy is based on providing quality first teaching for all, targeted teaching support, wider strategies including enrichment activities, and using individualised approaches for pupils with specific needs.

Ongoing reviews of impact take place termly using a variety of monitoring activities including: Pupil Progress Meetings, Work Scrutiny, Data Analysis, SEND/Intervention Reviews, Learning Walks, Lesson Observations, Internal tracking information, and Pupil Voice. This evidence is used to inform our future Pupil Premium Strategy.

Below is detailed how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above. The funding will be used mainly to supplement our budget allocations within:

- Achievement in core subjects - closing the gaps in learning between Pupil Premium and their non-Pupil Premium peers.
- Achievement in the wider curriculum - providing enrichment opportunities.
- Providing support for Social, Emotional and Mental Health.
- Individualised support - SEND needs that require an increase in support outside of SEND funding.
- CPD within core priorities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: Pupil Premium pupils have, historically, lower attendance than their non-pupil premium peers. The gap between these two groups was 1.5% last year. Last year, persistent absenteeism was over 20% for Pupil Premium pupils vs. less than 10% for their non-pupil premium peers.</p>
2	<p>Social, emotional and mental health needs: A significant number of pupil premium pupils experience poorer mental health than their non-pupil premium peers. Their emotional literacy limits their resilience and their capacity to learn.</p>
3	<p>Variable support at home: Some pupils are less well supported at home with elements such as homework and regular reading practice. Some pupils do not have access to a calm, quiet space in which to study.</p>
4	<p>SEND: A greater proportion of pupil premium pupils (36%) have special or additional needs than the proportion of non-pupil premium pupils (18%).</p>
5	<p>Access to extension and enrichment activities: Pupils entitled to pupil premium have a paucity of experience when compared to their non-pupil premium peers. This impacts on a range of elements from life skills, e.g., swimming, to academic progress – having experiences on which to draw from when writing.</p>

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
Improve the attendance of pupil premium pupils	Narrow the gap between pupil premium and non-pupil premium pupils to less than 1% by increasing the attendance of pupil premium pupils. Reduce the rate of persistent absence of pupil premium pupils.
Support the social, emotional, and mental health of pupil premium pupils through building resilience and improving emotional literacy	Individuals' academic progress will show that the impact of adversity is reduced.
Improve academic outcomes regardless of home circumstances	Narrow the gap in attainment and progress between pupil premium and non-pupil premium pupils.
Ensure that pupil premium pupils with SEND, are supported to make progress against their individual targets	Monitoring data and reviews show that pupil premium pupils with SEND are achieving their individual targets.
Ensure that pupil premium pupils are able to participate in the full range of enrichment activities including visits and after school clubs.	The number of pupils participating in enrichment activities is maintained. All pupil premium pupils participate in single day educational visits and an increased number participate in residential visits.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £61 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to the provision of teaching assistant for EYFS to provide intervention activities</p> <p>£5000 towards a total cost of £16,563</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	<p>1, 2, 3, 4</p>
<p>Contribution to the provision of teaching assistant for Year 1 to provide intervention activities – mornings only</p> <p>£5000 towards a total cost of £11 687</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	<p>1, 2, 3, 4</p>
<p>Contribution to the provision of teaching assistant for Year 2 to provide intervention activities – afternoons only</p> <p>£5000 towards a total cost of £9 075</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	<p>1, 2, 3, 4</p>
<p>Contribution to the provision of teaching assistant for Year 3 to</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their</p>	<p>1, 2, 3, 4</p>

<p>provide intervention activities – afternoons only</p> <p>£5000 towards a total cost of £8 474</p>	<p>peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	
<p>Contribution to the provision of teaching assistant for Year 4 to provide intervention activities – afternoons only</p> <p>£5000 towards a total cost of £10 094</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	1, 2, 3, 4
<p>Contribution to the provision of teaching assistant for Year 5 to provide intervention activities – afternoons only</p> <p>£5000 towards a total cost of £7 424</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	1, 2, 3, 4
<p>Contribution to the provision of teaching assistant for Year 6 to provide intervention activities – afternoons only</p> <p>£5000 towards a total cost of £9 026</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	1, 2, 3, 4
<p>Provision of dedicated Emotional Literacy Support Assistant</p> <p>£26 800</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions</p>	1, 2
<p>AJB sports provision – enabling targeted academic provision by teachers during PE curriculum time</p> <p>£0 (budgeted for below)</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p>	1, 2, 3, 5

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

Budgeted cost: £20 816.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
AJB sports coaching providing sports coaching for pupils £3 510	The EEF argues that extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	1, 2, 3, 5
Relax Kids £3 465	EEF evidence shows the benefits of using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand pupils's emotional vocabulary and support them to express emotions. Self-regulation: teach pupils to use self-calming strategies and positive self-talk to help deal with intense emotions	1, 2, 3
Single day visits – 100% subsidy for pupil premium pupils £3 813.33 Residential visits 50% subsidy for pupil premium pupils: London £1 110 Pioneer Centre £690	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5
After-school clubs 100% subsidy £1 794	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5
Music Tuition - first instrument 100% subsidy £6 434	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5

Total budgeted cost: £82 616.33

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

**Progress data given for pupils for whom comparative data is available*

Where reference is made to progress this measures progress from the end of the prior year.

Early Years Foundation Stage
<p>6 pupils benefited from PPG - 5 PPG; 1 PPG+</p> <p>4 boys; 2 girls</p> <p>3 SEND</p> <p>50% GLD (vs. 80% GLD all pupils; 89.1% non-PPG)</p> <p>No commonality between pupils who didn't meet GLD:</p> <ul style="list-style-type: none">• 1 child - attendance and punctuality (83.1% attendance - persistent absentee)• 1 child - SEND• 1 child - word reading and writing <p>3 pupils met all ELGs & 1 met 10 out of 12 ELGs, 2 met 7 out of 12 ELGs (no commonality - different goals not met for each child)</p> <p>Pupil Premium contributes to an additional full-time teaching assistant in EYFS, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 1.</p> <p>Provision and outcomes for pupils eligible for PPG in EYFS is good.</p>
Year 1
<p>5 pupils benefited from PPG – 3 PPG; 1 PPG+; 1 Service Premium</p> <p>3 boys; 2 girls</p> <p>1 SEND</p> <p>Year 1 attainment at age related expectations:</p>

Reading 80% (vs. 87% non-PPG) reached age related expectations or above; 100% made expected progress
Writing 80% (vs. 83% non-PPG) reached age related expectations or above; 100% made expected progress; 20% made better than expected progress
Maths 80% (vs. 85% non-PPG) reached age related expectations or above; 100% made expected progress
Phonics 4 out of 5 met expected standard. 3 of those 4 scored 38/40 and above
1 child who did not reach age related expectations or meet the expected standard in phonics has significant SEND needs.

Pupil Premium contributes to an additional teaching assistant in Y1 every morning, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 2.

Provision and outcomes for pupils eligible for PPG in Year 1 is good.

Year 2

*8 pupils benefited from PPG – 7PPG; 1 service premium
4 boys; 4 girls
4 SEND (3 with an EHCP) = 50% of pupils eligible for PPG*

KS1 attainment at age related expectations:

Reading: 50% (vs. 83% non-PPG); 100% made expected progress; 13% made better than expected progress

Writing: 38% (vs. 76% non-PPG); 75% made expected progress

Maths: 50% (vs. 83% non-PPG); 88% made expected progress; 13% made better than expected progress

Where pupils didn't make expected progress, they did make progress against the targets on their Personalised Learning Plans.

Phonics: 50% of pupils eligible for PPG, required to take the phonics screening test in Year 2, met the threshold. Therefore 75% (6/8) pupils eligible for PPG in this cohort met the threshold by the end of Year 2 in phonics. The pupils who did not meet the threshold have an EHCP and are working at Pre-Key Stage standards.

Pupil Premium contributes to an additional teaching assistant in Y2 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 3.

Provision and outcomes for pupils eligible for PPG in Year 2 is good.

Year 3

*9 pupils benefited from PPG – 7PPG; 2 PP+
3 boys; 6 girls*

3 SEND (1 with an EHCP)

Year 3 attainment at age related expectations:

Reading: 44% (vs. 80% non-PPG); 89% made expected progress; 22% made better than expected progress

Writing: 33% (vs. 64% non-PPG); 89% made expected progress

Maths: 67% (vs. 76% non-PPG); 100% made expected progress; 22% made better than expected progress

This data reflects 7 of the 8 pupils eligible for PPG; 1 child with significant SEND is an outlier.

One child not making expected progress in reading and writing is undergoing SEND assessment.

Where pupils didn't make expected progress, they did make progress against the targets on their Personalised Learning Plans.

Pupil Premium contributes to an additional teaching assistant in Y3 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 4.

Provision and outcomes for pupils eligible for PPG in Year 3 is good.

Year 4

8 pupils benefited from PPG

4 boys; 4 girls

3 SEND

Year 4 attainment at age related expectations:

Reading: 75% (vs. 79% non-PPG); 100% made expected progress; 38% made better than expected progress

Writing: 75% (vs 84% non-PPG); 100% made expected progress; 25% made better than expected progress

Maths: 50% (vs. 79% non-PPG); 100% made expected progress

Multiplication Tables Check:

Average score: 12.88 (vs. 17.27 whole year group)

Achieving full marks: 0% (vs. 20% whole year group)

Pupil Premium contributes to an additional teaching assistant in Y4 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 5.

Provision and outcomes for pupils eligible for PPG in Year 4 is good.

Year 5

7 pupils benefited from PPG – 6PPG; 1 PP+
2 boys; 5 girls
2 SEND (1 being monitored)

Year 5 attainment at age related expectations:

Reading: 85% (vs. 94% non-PPG); 100% made expected progress; 43% made better than expected progress

Writing: 43% (vs. 64% non-PPG); 86% made expected progress

Maths: 71% (vs. 96% non-PPG); 100% made expected progress; 14% made better than expected progress

The one child not making expected progress in writing has significant SEMH.

Pupil Premium contributes to an additional teaching assistant in Y5 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 6.

Provision and outcomes for pupils eligible for PPG in Year 5 is good.

Year 6

7 pupils benefited from PPG – 5PPG; 2 PP+
5 boys; 2 girls
2 SEND

KS2 attainment at age related expectations:

Reading: 29% (vs. 79% non-PPG); 100% made expected progress

Writing: 43% (vs. 73% non-PPG); 100% made expected progress

Maths: 72% (vs. 72% non-PPG); 100% made expected progress; 29% made better than expected progress

Pupil Premium contributes to an additional teaching assistant in Y6 every afternoon providing targeted intervention, as well as providing targeted teaching/booster sessions for focus groups during sports coaching afternoons for two terms, to support pupils benefiting from PPG.

Provision and outcomes for pupils eligible for PPG in Year 6 is good.

Whole school

Attendance: 93.7% pupils eligible for PPG (50 pupils*) vs. 91.9% (national average for pupils eligible for PPG); 95.2% (average for our whole school); 95.95% (non-PPG)

Persistent absenteeism – 21.57% pupils eligible for PPG (11 pupils*) vs. 8.39% (whole school); 6.56% (non-PPG)

Persistent absenteeism of 11 pupils eligible for PPG continues to be a priority.

** 1 pupil from Ukraine remained on roll in September although never returned to school so therefore is recorded as 0% and 2 pupils eligible for PPG had significant medical needs and related absence.*

Emotional and Mental Health Needs

Social, emotional, and mental health needs are a barrier to progress for a large percentage of pupils benefiting from Pupil Premium. School has an established programme of support for pupils with these needs. This includes access to: -

- Targeted Emotional Wellbeing Therapy sessions
- Small group work focused on
 - social skills
 - emotional literacy
 - transition to next stage of education
- Relax Kids (provides pupils with a range of tools and techniques to help calm their body and mind)
- Emotional Wellbeing Drop-ins
- Bereavement support
- Trauma support

Internal tracking information together with anecdotal evidence, including feedback from pupils, parents and staff, indicates that all of this activity is having a positive impact on pupils, supporting them to have positive mental health and emotional wellbeing. This has enabled these pupils to better access learning and make progress. Of the 50 pupils benefiting from Pupil Premium, 17 attend Relax Kids, and 14 are receiving SEMH support and regular drop ins.

Recovery Premium

All KS1 pupils benefiting from pupil premium, had additional weekly one to one reading with an adult throughout the academic year.

National Tutoring Programme

All pupils from Year 2 to 6, benefiting from pupil premium, had small group intervention funded by the National Tutoring Programme.

Externally provided programmes

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

Programme	Provider
Relax Kids	Relax Kids
Sports Coaching	AJB Sports
Musical Instrument Tuition	Severn Arts
Rock Steady Band Tuition	Rock Steady