

PUPIL PREMIUM STRATEGY

2024--27

Liscard Primary School – September 2024

Liscard Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-25 academic year 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	740 (636 – F2 to Year 6)
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers	2024 - 27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sue Talbot
Pupil premium lead	Sue Talbot
Governor / Trustee lead	Father Paul Elliott

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£381,490
Recovery premium funding allocation this academic year	£16,312
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£397,802

Part A: Pupil Premium Strategy Plan

Statement of Intent

The primary aim of the school is to ensure that all children access all aspects of the school's provision 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. We will use our knowledge of trauma informed approaches to support vulnerable children well, so that they are able to access learning.

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 or are young carers.

We will use the research of the Education Endowment Foundation on metacognition to support and empower children to become resilient, confident learners, who are able to problem solve effectively.

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

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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – The attendance of children in receipt of Pupil Premium is lower than their peers. There are more Pupil Premium children classified as persistent absentees than their peers. Although persistent absence of Pupil Premium has decreased from 40% (2021-22) to 23.4% (2022-23), there is still room for improvement.
2	Holiday requests in term time have risen significantly. Many disadvantaged children are missing from school on at the beginning and/or end of the week.
3	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.
4	An increasing number of younger children have been affected by adverse childhood experiences leading to mental health problems and extreme behaviours.
5	Many children starting school lack confidence in their ability to develop their communication, language and listening skills. Low vocabulary on entry to school and low vocabulary acquisition, as observed in lessons and assessments. If they do not develop their language through social interactions, they do not meet age related expectations.
6	More children enter school at the age of 2, 3 and 4 with complex special educational needs.
7	Internal and external assessments indicate that maths and SPaG attainment among disadvantaged pupils is lower than non disadvantaged children. On entry to Foundation 2 in the last three years between 85% and 95% of our disadvantaged children arrive below age related expectations.

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
1. Disadvantaged children to attain above the national average in reading.	<ol style="list-style-type: none"> 1. Target 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 d. more pupil premium children meet age related expectations 2. Target phonic intervention groups in Foundation 2 for those children struggling with phase 1 and 2 phonic acquisition so that more children know and remember them 3. Consistent whole school approach to guided reading sessions in Early Years and Key Stage 1 improving children's reading fluency 4. Whole school approach to up-levelling children's vocabulary and sentence accuracy 5. In-house assessment indicates that disadvantaged children 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.

<p>2. Disadvantaged children to attain above the national average in writing.</p>	<ol style="list-style-type: none"> 1. Continue with the Pupil Premium groups across all areas of the curriculum so that disadvantaged children:- <ol style="list-style-type: none"> a. have maximum opportunity to make better than expected progress b. more achieve age related expectations c. can make links with previous knowledge and skills d. do more, know more and remember more e. improve their writing fluency and SPaG 2. Evaluate and amend the Ready Steady Write literacy units so that children can confident up-level vocabulary and increase the accuracy and complexity of sentence structure 3. Increase the opportunity for incidental writes which are then refined through editing. 4. Increased pupil proficiency in spelling, punctuation and grammar so that more children attain the expected standard at the end of Year 6.
<p>3. Disadvantaged children to attain above national average in mathematics.</p>	<ol style="list-style-type: none"> 1. Continue with the Pupil Premium groups across all areas of the curriculum so that disadvantaged children:- <ol style="list-style-type: none"> a. have maximum opportunity to make better than expected progress b. can make links with previous knowledge and skills c. improve fluency, reasoning and problem solving skills d. children do more, know more and remember more 2. Address any gaps in reasoning and problem solving through an audit of coverage and children's understanding. 3. Continue to embed mathematics sequences, whilst rationalising coverage. 4. Continue to implement strategies from the mathematics training, so that children continually use the correct mathematical vocabulary in the correct context to evidence reasoning and problem solving skills. 5. Increase in the percentage of children attaining age related expectations and greater depth.
<p>4. Improved communication and language skills among disadvantaged children</p>	<p>Assessments and observations indicate significant improvements in oral language and vocabulary among disadvantaged children.</p>
<p>5. To achieve and sustain improvements in children's ability to self-regulate and work independently</p>	<p>Observations indicate that more disadvantaged children can talk about their feelings and the behaviour choices they make.</p>

	<p>Reward charts indicate more children can self-regulate .</p> <p>Children’s self-assessment demonstrates that more children can work independently.</p>
6. To achieve and sustain improved attendance for all children, in particular, disadvantaged children	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> a. The percentage of all children who are persistently absent is lower than 17% with disadvantaged persistent absence being no more than 20%. b. Fewer children taking holidays in term time (October/May and June) so less Education Penalty Notices (EPN) issued.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2024-25** to address the challenges listed above.

Teaching

Budgeted cost: £353,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline standardised assessments in F1 and F2	Targeted interventions using the Wellcomm and Neli programme to address and close gaps in communication and language	5 & 7
Smaller teaching groups in F1 and F2 for reading, phonics and writing	High quality teaching of phonics and reading ensures disadvantage pupils make rapid progress	4,5 & 7
Smaller teaching groups in Years 1 to 4 with a TA allocated to each class to target gaps in SPaG, writing and spelling	Targeted academic support – Interventions to address the gaps and over learning of key skills and knowledge has resulted in more pupil premium children	3, 4,5 ,6 & 7
CPD on trauma and attachment will provide staff with the tools to identify triggers and coach children in self regulation	More children are able to identify triggers and subsequently self-regulate, so reducing emotional dysregulation outbursts	4 & 6

Targeted Academic Support

Budgeted cost: £13,696

Activity	Evidence that supports this approach	Challenge number
Explicitly teach metacognitive strategies enabling children to learn independently and further develop working memory	EEF – Metacognitive Guidance report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3, 4 & 5
Early Language in Play (ELIP) intervention programme delivered on a one to one basis for EAL children	ELIP https://elips.org.uk/ Develops research-based information and materials shared together with opportunities for discussion and input from professional practice.	3, 4 & 6
Continue to implement the Neli intervention programme	EEF evidenced interventions https://www.teachneli.org/	3, 4 & 6
Continue to use the Attachment styles profile to identify strategies to support individual children	https://www.fagus.org.uk/attachment-theory/ https://mail.google.com/mail/u/0/?tab=rm&ogbl#label/1.+Jenny+Nock?projector=1	3, 4 & 6
Introduce the Sensory checklist and Bucket time to improve focus and attention of children in Early Years	https://beaconschoolsupport.co.uk/sensory-checklist.php https://www.ginadavies.co.uk/parents-services/professional-shop/professional-online-courses/	3, 4 & 6
Enrichment Clubs twice a week to address gaps	EEF - https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium	7

Wider Strategies

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on trauma and attachment will provide staff with the tools to identify triggers and coach children in self regulation	EEF guidance report on Improving Social and Emotional Learning in Primary Schools – self awareness (expanding children’s emotional vocabulary; self calming strategies and positive self talk; problem solving skills + 4months	1, 3 & 7
Supporting Attendance	EEF guidance report – Working with Parents to Support Children’s Learning +3 months	1 & 2

Extra Curricular Activities	https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium	3
Improve the quality of social and emotional learning through the metacognition project	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation +7 months	1,3,4,5 & 7
Offer broader cultural experiences and physical activities such a theatre trips, composition and lyric writing with professional actor/musician onsite swimming pool, visits to Liverpool Empire/ Philharmonic	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation - +3months	1,2,3 &4
Improve mental health, wellbeing and learning behaviours of children through the use of the Happy Mind training, using the validated screening tools to identify needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel + 4 months https://happymindtraining.com/	2, 3, 4 & 6

Total budgeted cost: £397,802

Externally Provided Programmes

Programme	Provider
NELI	Nuffield
My Happy Mind	Laura Earnshaw
Bug Club	Bug Club
Rollama	Rollama
Times Tables Rockstar	Maths Circle
Learning By Questions	Learning By Questions
Wellcomm	GL Assessments

Part B – Review of Outcomes from the Previous Year 2023-24

Targeted Outcomes This Academic Year 2023-24																																									
Outcomes	Impact/Evaluative Measures																																								
<p>1. Disadvantaged children to achieve above the national average in reading.</p>	<p>Average scaled score Reading 2023/2024 107.52 2023/2024 107.52 2022/2023 105.84</p> <p>The scale score for all pupils increased, as did the number of children achieving the expected standard (an increase of 9.6%). The scale score for pupil premium children (107.71) was high than their peers 107.32.</p> <p>Achieved expected standard Reading 2023/2024 84.6% 2023/2024 84.6% 2022/2023 75.0%</p> <table border="1"> <caption>Average Scaled Score Reading by Group (2023/2024)</caption> <thead> <tr> <th>Group</th> <th>2023/2024 Score</th> <th>2022/2023 Score</th> <th>Change (vs 2022)</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>81.8%</td> <td>70.7%</td> <td>+11.1</td> </tr> <tr> <td>Female</td> <td>87.2%</td> <td>79.5%</td> <td>+7.7</td> </tr> <tr> <td>SEN</td> <td>67.9%</td> <td>63.7%</td> <td>+4.2</td> </tr> <tr> <td>Not SEN</td> <td>92.1%</td> <td>82.1%</td> <td>+10.0</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>87%</td> <td>68.3%</td> <td>+18.7</td> </tr> <tr> <td>Not Pupil Premium Eligible</td> <td>82.2%</td> <td>80.8%</td> <td>+1.4</td> </tr> <tr> <td>FSM</td> <td>88.6%</td> <td>74.2%</td> <td>+14.4</td> </tr> <tr> <td>Not FSM</td> <td>80.9%</td> <td>75.5%</td> <td>+5.4</td> </tr> <tr> <td>EAL</td> <td>100%</td> <td>100%</td> <td>+0.0</td> </tr> </tbody> </table> <p>Pupil premium children's attainment increased by 18,7%. They attained better their peers.</p>	Group	2023/2024 Score	2022/2023 Score	Change (vs 2022)	Male	81.8%	70.7%	+11.1	Female	87.2%	79.5%	+7.7	SEN	67.9%	63.7%	+4.2	Not SEN	92.1%	82.1%	+10.0	Pupil Premium Eligible	87%	68.3%	+18.7	Not Pupil Premium Eligible	82.2%	80.8%	+1.4	FSM	88.6%	74.2%	+14.4	Not FSM	80.9%	75.5%	+5.4	EAL	100%	100%	+0.0
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<p>2. Disadvantaged children to achieve above the national average in writing.</p>	<p>Working at expected standard Writing ... 2023/2024 70.3% 2023/2024 70.3% 2022/2023 72.7%</p> <p>Outcomes in writing declined by 2.7%. However, outcomes in spelling punctuation and grammar (SPaG) increased significantly.</p> <p>Average scaled score Grammar, punctu... 2023/2024 106.35 2023/2024 106.35 2022/2023 102.32</p> <p>Achieved expected standard Grammar,... 2023/2024 80.2% 2023/2024 80.2% 2022/2023 67.0%</p> <p>The scale score in SPaG increased by 4 points. The percentage of children achieving the expected standard increased by 12.8%.</p> <table border="1"> <caption>Average Scaled Score Grammar, Punctuation and Spelling (SPaG) by Group (2023/2024)</caption> <thead> <tr> <th>Group</th> <th>2023/2024 Score</th> <th>2022/2023 Score</th> <th>Change (vs 2022)</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>61.4%</td> <td>72.8%</td> <td>-11.4</td> </tr> <tr> <td>Female</td> <td>78.7%</td> <td>72.7%</td> <td>+6.0</td> </tr> <tr> <td>SEN</td> <td>39.3%</td> <td>45.3%</td> <td>-6.0</td> </tr> <tr> <td>Not SEN</td> <td>84.1%</td> <td>70.1%</td> <td>+14.0</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>67.4%</td> <td>58.5%</td> <td>+8.9</td> </tr> <tr> <td>Not Pupil Premium Eligible</td> <td>73.3%</td> <td>62.4%</td> <td>+10.9</td> </tr> <tr> <td>FSM</td> <td>70.5%</td> <td>57.0%</td> <td>+13.5</td> </tr> <tr> <td>Not FSM</td> <td>70.2%</td> <td>82.8%</td> <td>-12.6</td> </tr> <tr> <td>EAL</td> <td>100%</td> <td>100%</td> <td>+0.0</td> </tr> </tbody> </table> <p>The percentage of pupil premium achieving at the expected level increased by 8.9%. The gap between pupil premium children and their peers (5.9%) narrowed from 26.6%.</p>	Group	2023/2024 Score	2022/2023 Score	Change (vs 2022)	Male	61.4%	72.8%	-11.4	Female	78.7%	72.7%	+6.0	SEN	39.3%	45.3%	-6.0	Not SEN	84.1%	70.1%	+14.0	Pupil Premium Eligible	67.4%	58.5%	+8.9	Not Pupil Premium Eligible	73.3%	62.4%	+10.9	FSM	70.5%	57.0%	+13.5	Not FSM	70.2%	82.8%	-12.6	EAL	100%	100%	+0.0
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<p>3. Disadvantaged children to achieve above national average in mathematics.</p>	<p>Average scaled score Maths 2023/2024 106.24 2023/2024 106.24 2022/2023 103.91</p> <p>Achieved expected standard Maths 2023/2024 83.5% 2023/2024 83.5% 2022/2023 79.5%</p> <p>The percentage of children achieving age related expectations increased by 4%. The scale score increased by 2.33.</p>  <p>The percentage of pupil premium achieving at the expected level increased by 16.5%. Pupil premium children achieved better than their peers.</p>
<p>4. Improved communication and language skills among disadvantaged children</p>	<p>EYRC Listening Attention & Understanding 64% of the children made well above expected progress, with the rest making expected progress. Speaking 66% of the children made well above expected progress, with the rest making expected progress.</p> <p>Foundation 1 Children Listening Attention & Understanding 61% of the children made well above expected progress, with the rest making expected progress. Speaking 53% of the children made well above expected progress, with the rest making expected progress.</p> <p>Foundation 2 Children Listening attention 67% of the children made six steps or more progress. 46% of the children made accelerated progress. Speaking 79% of the children made six steps or more. 36% of the children made accelerated progress.</p>
<p>5. To achieve and sustain improvements in children's ability to self-regulate and work independently</p>	<p>EYRC Self Regulation 90% of the children made six steps or more progress. 71% of the children made accelerated progress. Managing Self 91% of the children made six steps or more progress. 64% of the children made accelerated progress.</p> <p>Foundation 1 Children Self Regulation 95% of the children made six steps or more progress. 70% of the children made accelerated progress. Managing Self 93% of the children made six steps or more progress. 74% of the children made accelerated progress.</p>

		<p>Foundation 2 Children</p> <p>Self Regulation 88.5% of the children made six steps or more progress. 76% of the children made accelerated progress.</p> <p>Managing Self 88% of the children made six steps or more progress. 77% of the children made accelerated progress.</p>																																												
6.	To achieve and sustain improved attendance for all children, in particular, disadvantaged children	<table border="1" data-bbox="622 414 1484 840"> <thead> <tr> <th>Category</th> <th>Percentage Attendance 2022-23</th> <th>Percentage Attendance 2023-24</th> <th>Percentage Persistent Absentees 2022-23</th> <th>Percentage Persistent Absentees 2023-24</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>93.9%</td> <td>94.2%</td> <td>16.4%</td> <td>13.2%</td> </tr> <tr> <td>Boys</td> <td>93.9%</td> <td>94.4%</td> <td>16.7%</td> <td>14.1%</td> </tr> <tr> <td>Girls</td> <td>94%</td> <td>94%</td> <td>16.1%</td> <td>12.3%</td> </tr> <tr> <td>Pupil Premium</td> <td>93%</td> <td>93%</td> <td>23.7%</td> <td>15.9%</td> </tr> <tr> <td>SEND</td> <td>93.4%</td> <td>92.1%</td> <td>21.6%</td> <td>22.6%</td> </tr> <tr> <td>EHCP</td> <td>89%</td> <td>85.4%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>EAL</td> <td>95.2%</td> <td>95%</td> <td>10.5%</td> <td>17.7%</td> </tr> </tbody> </table> <p>The absence of persistent absentees has reduced significantly, with the exception of SEN support and EAL children.</p> <p>Overall attendance is broadly in line with the national average for primary schools. Boys' attendance has improved, whereas girls' attendance has stayed the same. Pupil premium children's attendance remains stubbornly at 93%, but the percentage of persistent absentees has reduced by 7.8%.</p>					Category	Percentage Attendance 2022-23	Percentage Attendance 2023-24	Percentage Persistent Absentees 2022-23	Percentage Persistent Absentees 2023-24	Total	93.9%	94.2%	16.4%	13.2%	Boys	93.9%	94.4%	16.7%	14.1%	Girls	94%	94%	16.1%	12.3%	Pupil Premium	93%	93%	23.7%	15.9%	SEND	93.4%	92.1%	21.6%	22.6%	EHCP	89%	85.4%	50%	40%	EAL	95.2%	95%	10.5%	17.7%
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