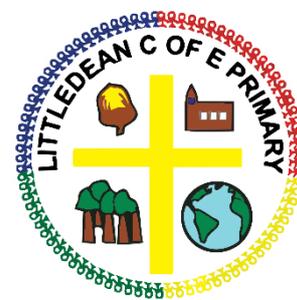


Pupil premium strategy statement: 2023-24



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Littledean CE Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Hayley McGoldrick
Pupil premium lead	Laura May
Governor lead	Andrew Greenhalgh-Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,364
Recovery premium funding allocation this academic year	£3553
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44,917

Part A: Pupil Premium Strategy Plan

Statement of intent

At Littledean Church of England Primary school our aim is to be regarded as an integral part of the wider community. We encourage independence and a life-long love of learning in an environment where each individual is valued for who they are and the unique contribution that they bring. Through our Christian vision of 'Loving one another, building each other up', we strive to support our children, staff and extended school community to flourish and be the best that they can be.

We strive to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to embrace new ideas, we aim to ensure that all pupils receive an education that meets their very individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium. This pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make progress.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantage pupils make progress in-line or exceeding non-disadvantage pupils.
- To support our pupils' health and wellbeing to enable them to access learning at an appropriate level.

Funding is allocated within the school budget by financial year. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. 55% of pupils eligible for Pupil Premium have 3+ identified Adverse Childhood Experiences. 31% have 7+ ACEs. This can result in difficulty with emotionally self-regulating and being ready to learn.
2	A large proportion of pupils eligible for Pupil Premium funding are also on our SEND register – 38%; A large proportion of pupils on our SEND register are also eligible for Pupil Premium – 46%.
3	100% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, understanding the world and expressive arts and design, and 33% are not on track in communication and language.
4	Narrowing the attainment gap across reading (-15%), phonics (-69%) and writing (-5%).
5	Pupils have limited experiences beyond their home life and immediate community.
6	Poor parental engagement with reading.
7	Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

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
Pupils feel happy and safe.	<ul style="list-style-type: none"> • Signposting to external support is in place through MHL. • Pupils are observed using self-regulation strategies. • Pupils demonstrate resilience. • ELSA is being fully implemented.
SEND pupils make steady progress and reach their My Plan targets.	<ul style="list-style-type: none"> • My Plans are in place and shared with all stakeholders (teacher, TA, SENCO, parents). • Interventions are in place. Baseline and end of intervention data shows expected/accelerated progress. • Pupils reach their My Plan targets.
Communication, language and vocabulary skills have improved in EYFS.	<ul style="list-style-type: none"> • More pupils reach Expected for Communication and Language in EYFSP.
Phonics teaching is consistently good or outstanding and year 1 pupils (and year 2 resits) pass the phonics screening.	<ul style="list-style-type: none"> • All staff are trained to use the Little Wandle programme. • Pupils are applying phonic learning to reading and writing tasks. • % of disadvantaged pupils passing the phonic screening check is in-line with non-disadvantage pupils and national data.
The data for disadvantaged pupils for progress and attainment will be broadly in-line with non-disadvantaged pupils in reading, writing and maths across the school.	<ul style="list-style-type: none"> • The progress and attainment gaps will close between disadvantaged and non-disadvantaged pupils.
Pupils will enjoy the range of enrichment activities we have on offer at Littledean CE Primary	<ul style="list-style-type: none"> • Pupils will attend after school sporting and art clubs. • Pupils will experience musical lessons (drumming, ukulele). • Rock Steady bursary placements (22 for the spring term). • All pupils will have the opportunity to attend trips which enhance their learning.
Parents will support pupils reading and maths development at home.	<ul style="list-style-type: none"> • Boom Reader App will be fully implemented. • The % of pupils reading to a parent at home will increase – this will be recorded on the app. • Pupils reading ages will increase. • TTRS will be fully embedded in year 2-6.
Pupils are fully prepared for a day of learning.	<ul style="list-style-type: none"> • Pupils will make good progress within lessons as their nutritional needs will have been met.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two teachers based in EYFS/KS1 Mornings allowing for two smaller teaching groups: Holly Leaves = R/Yr1 (14 pupils) Holly Berries = Yr2 (14 pupils)	EEF Smaller Class Size; EEF Communication and Language in EY; EEF Early literacy approaches EEF Early numeracy approaches As 100% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, understanding the world and expressive arts and design, and 33% are not on track in communication and language putting an additional teacher in reception/KS1 will ensure early support is in place to narrow the gap rather than widen the gap before entry to KS2. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, thereby improving outcomes for pupils. We have analysed the needs (and data) of our pupils from the previous three years and have identified that teaching the pupils in smaller groups will enable teachers to increase the amount of attention each pupil will receive. After analysing the needs of our current reception and KS1 pupils, we believe an additional teacher in this department will be integral in ensuring pupils make good progress.	2, 3, 4
Continue the model of observation/CPD/follow up introduced through English Hub Mangotsfield the previous year to ensure continued effective phonics teaching.	Little Wandle Phonics EEF (educationendowmentfoundation.org.uk) The English Hub will support us in ensuring our use of Little Wandle is effective.	2, 3, 4
Teaching Assistants/HLTAs for targeted support across all classes.	EEF Small Group Tutoring	2, 3, 4
High quality teaching for all pupils. TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP. Maths and English are high priority on the school development plan. Pupil Progress Meetings track the progress of PP pupils where interventions are discussed and put in place.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2, 3, 4
ELSA CPD/Supervision (Emotional Literacy Support Assistant)	Evaluation Reports – ELSA Network	1
CPD – emotion coaching (updates)	Emotion Coaching UK Blogs	1
CPD – Principles of Instruction – Rosenshine	A brief guide to Rosenshine's 10 Principles of Instruction (innerdrive.co.uk) Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)	3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for phonics, times tables, reading comprehension, GPS and maths.	EEF Small Group Tutoring Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics improves the accuracy of the pupil's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension Intervene and Improve Reading, GPS & Maths - Shine Interventions (risingstars-uk.com)	2, 4
To raise the profile of reading across the school, including reading for pleasure. Purchase of books related to class reader authors. Find opportunities for pupils to meet/attend workshops by real authors (Stroud Book Festival; online virtual workshops). Take part in 'transforming your school reading culture' through the English Hub	Reading Outcomes Framework National Literacy Trust Reading for pleasure early in childhood linked to better cognitive performance and mental wellbeing in adolescence University of Cambridge	3, 4
Continue to subscribe to Letter Join (handwriting programme).	Letter-join. Cursive handwriting resource for school and home. (letterjoin.co.uk) During in-house writing moderation we identified a high proportion of pupils were not meeting ARE due to poor handwriting skills. Often letters were incorrectly formed and/or joined.	3, 4
Continue to subscribe to Boom Reader in order to re-invigorate reading across the school and increase parental engagement with reading support at home.	GoRead™ The Digital Reading Record (go-read.co.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Continue to subscribe to TTRock Stars and set up tournaments throughout the year. Provide opportunities for pupils to practice skills outside of the maths lessons – lunchtimes, after school.	FILEY JUNIOR SCHOOL, ENGLAND – Times Tables Rock Stars (trockstars.com) Times Tables RockStars - SHINE (shinetrust.org.uk)	4
Implement the School Led National Tutoring Programme – school contribution (50%)	School-led tutoring guidance (publishing.service.gov.uk) EEF Small Group Tutoring	4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coolmilk	Why milk is great for children Cool Milk This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
Extra fruit for KS2 PP for snack time.	What Are the Benefits of Children Eating Snacks During School? (sfgate.com) This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
After school enrichment.	Physical activity EEF The value of after school clubs for disadvantaged children (ncl.ac.uk)	5
GLEAM (Growth and Learning Equine Assisted Ministry)	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/	1
ELSA delivery	Research-Project-Gloucestershire.pdf (elsanetwork.org) Social and emotional learning EEF Our two trained ELSAs will offer blocks of group support to children who need additional strategies in order to address specific SEMH needs.	1
Mental Health Lead Practitioner (MHL)	Social and emotional learning EEF Adverse Childhood Experiences (ACEs): educational interventions Iriss HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk) Disadvantaged pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work.	1
Subsidise trips: year 5/6 adventure days; class trips related to topics throughout the school in all classes).	School trips help schools succeed Education Business (educationbusinessuk.net) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Although the impact is low in terms of learning, from a mental health and well being point of view and ensuring all pupils have the same opportunities we strongly believe this is a valid use of the funding.	5

Total budgeted cost: £45,000

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.

2022-2023 Pupil Characteristics:

	No. in Cohort	PP	LAC	Service	SEND	Girls	Boys
YR	6	3	1	0	4	3	3
Y1	15	5	0	0	5	5	10
Y2	13	6	0	0	4	6	7
Y3	14	2	0	0	4	8	6
Y4	12	2	1	1	4	5	7
Y5	15	3	1	0	3	6	9
Y6	16	4	0	1	3	9	7

EYFS Data:

Area of Learning	Cohort %		PP %	
	2022	2023	2022	2023
Listening, attention and understanding	53	50	17	25
Speaking	53	50	17	25
Self-regulation	53	50	17	25
Managing self	53	50	17	25
Building relationships	60	50	33	25
Gross motor skills	93	66.7	100	50
Fine motor skills	87	66.7	67	50
Comprehension	60	50	33	25
Word reading	67	33.3	33	25
Writing	53	33.3	17	25
Number	67	33.3	33	25
Numerical patterns	53	33.3	17	25

GLD

	All Pupils	PP	Non-PP
Littledean	33%	25%	50%
National	67.2%	51.6%	71.5%

Challenge 3: 66% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, and communication and language.

Review: from the data 75% (3 pupils) of the pupils eligible for Pupil Premium funding continue to not achieve in-line with their age. This particular cohort has only 6 children with each child worth 16.6%. The number of pupils in this cohort with SEND is high at 67% with three out of the four pupils eligible for pupil premium also on the SEND register – two of which have significant behavioural challenges which impact their own learning and that of others. Within this cohort one pupil is LAC and another pupil is elective mute. Whilst the number of pupils achieving GLD is low, all pupils made progress from their starting points. The pupils in this cohort have received blocks of intervention from our KS1 ELSA practitioner and Mental Health Lead Practitioner. Addressing pupils' social and emotional needs is paramount in ensuring pupils are ready to access the school environment to learn and make progress.

Phonic Screening:

	Year 1			Year 1		
	2022			2023		
	All Pupils	PP	Non-PP	All Pupils	PP	Non-PP
Littledean	23.1%	0	38%	64%	20%	89%
National	75.8%	65%	82%	79%	67%	83%

Year 2	All Pupils	PP	Non-PP
School	55%	50%	57%
National	89%		

Challenge 4: Narrowing the attainment gap across reading (-14%), **phonics (-38%)** and writing (-7%).

Review: during the 2021-22 academic year, we purchased the DfE validated systematic synthetic phonics programme Little Wandle to secure stronger phonics teaching for all pupils. Unfortunately, in the year 2021-22 the gap between our results and national results was quite wide. While we acknowledged it was the first year of a new programme and it takes time to embed a new scheme, we did seek the support from the English Hub at Mangotsfield Teaching School this year to ensure our teaching of phonics is effective. Phonics became a priority for the school. A Lead Teacher worked with the phonics lead at the school to audit our provision and develop an action plan. Phonics interventions were carried out for those pupils who were not on track to pass the PSC. An audit of reading resources was carried out to ensure that books given to pupils are fully decodable. Group reading books were purchased, along with guided reading books for Y2. Frequent monitoring of the delivery of phonics sessions enabled the Phonics Lead to target CPD according to need and ensure that the necessary changes were implemented maintaining fidelity to the scheme and pupils' phonic knowledge improved. The data clearly shows a significant improvement in phonic results. However, the gap between pp and non-pp in year 1 remains. 60% of year 1 pupils eligible for the pupil premium are also on the SEND register, one of which has an EHCP.

KS1 SATs:

<u>Reading</u>	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	36%	50%	33%	53%	50%	55%
National	67%	51%	72%	68%	54%	73%

<u>Writing</u>	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	36%	50%	33%	40%	50%	36%
National	58%	41%	63%	60%	44%	65%

<u>Maths</u>	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	50%	50%	50%	53%	75%	45%
National	68%	52%	73%	70%	56%	75%

KS2 SATs:

Reading	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	60%	60%	60%	88%	80%	91%
National	75%	62%	80%	73%	60%	78%

Writing	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	60%	40%	70%	56%	60%	55%
National	69%	55%	75%	71%	58%	77%

Maths	2022			2023		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	67%	60%	70%	75%	80%	73%
National	71%	56%	78%	73%	59%	79%

Year 4 MTC:

		2022	2023
Score 25	School	6%	10%
	National	27%	29%
Score 20-25		19%	60%
Mean – all pupils	School	17	19.9
	National	19.8	20.2
Mean - PP	School	13	24
	National	17.9	18.3
Mean – Non-PP	School	17.9	19.4
	National	20.5	20.9

Whole School Data:

Reading

% ARE+	Whole Cohort	PP	Non-PP
Year 1	43	0	67
Year 2	53	50	56
Year 3	33	50	30
Year 4	80	100	78
Year 5	79	100	73
Year 6	88	75	92

Whole School	PP	Non-PP
63	52	67

Writing

% ARE +	Whole Cohort	PP	Non-PP
Year 1	57	20	78
Year 2	40	50	33
Year 3	33	50	30
Year 4	40	100	33
Year 5	21	0	27
Year 6	56	50	58

Whole School	PP	Non-PP
42	38	43

Maths

% ARE+	Whole Cohort	PP	Non-PP
Year 1	79	60	89
Year 2	53	67	44
Year 3	42	50	40
Year 4	80	100	78
Year 5	50	33	55
Year 6	75	75	75

Whole School	PP	Non-PP
63	62	63

Challenge 4: *Narrowing the attainment gap across reading (-14%), phonics (-38%) and writing (-7%).*

Review: From the data above, it is clear the attainment gap between pp and non-pp has stayed the same or been slightly narrowed. In reading the gap has increased slightly to -15%, for writing the gap has slightly reduced to -5% and for maths there is a small gap of -1%.

Unfortunately, due to budget constraints, for the 2022-23 academic year we were unable to continue to fund an extra maths teacher in KS2 to teach in discrete year groups. Because there was clear evidence of smaller maths teaching groups working the previous year, we decided to divide years 2-6 into three smaller groups for English and maths in the mornings. The impact of this is evidenced by KS2 SATs results where the school data often outperformed national data, with the exception of writing.

We are particularly pleased with the results of the year 4 MTC. In 2022 there was a -2.8 gap between our Mean and the National Mean. This year (2023) the gap has been reduced to -0.3. Daily maths fluency is evident every classroom from our reception/year 1 pupils singing/chanting counting songs/rhymes to daily times tables practice in KS2. We also introduced TT Rock Stars in KS2 which has engaged the pupils and parents.

HLTA/TAs continue to be an important feature in every class. HLTA/TAs have attended CPD events throughout the year, such as, Little Wandle, handling manipulatives in maths. HLTA/TAs provide high quality in class support and interventions to support all learners.

We continued to subscribe to the Boom Reader App (formerly Go Read) (challenge 6) which re-invigorated reading across the school at the beginning of the year however towards the latter half parental engagement with reading support at home dwindled - this is an area we intend to focus on during 2023-24 as we endeavour to raise the profile of reading across the school, including reading for pleasure. We implemented the School Led National Tutoring Programme with pupils in years 1, 2 and 4. The focus was phonics and times tables.

Challenge 1: *Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. A number of pupils eligible for Pupil Premium have 4+ identified Adverse Childhood Experiences (57%). This can result in difficulty with emotionally self-regulating and being ready to learn.*

Review: Our Mental Health Lead Practitioner/Family Support Worker (MHL/FSW) continues to be an integral member of Littledean CE Primary. She works with a number of our pupils and families and is regarded highly by staff, pupils, parents and professionals whom she works with. Through working with the MHL, pupils are able to talk effectively about things that affect them. Families have accessed support and parental engagement has been high. Reports/feedback from agencies such as Social Care clearly indicates that the work carried out by MHL/FSW is of a high level and effective in terms of offering early intervention and support. Parents report that the MHL/FSW has had a positive impact on their family. Our Emotional Literacy Support Assistants (ELSAs) work closely with the MHL. Over the year they have offered blocks of group support and 1:1 support to children who need additional strategies in order to address specific SEMH needs.

Challenge 5: *Pupils have limited experiences beyond their homelife and immediate community.*

Review: In Spring 2023, 63% of pupils eligible for the Pupil Premium Grant attended an after-school club. Extra TAs were employed to ensure all pupils were able to access the clubs depending on their individual needs.

Challenge 7: Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

Review: When initially started in 2021-22, Bagel Club was well received and attendance was high, 57% of pupils eligible for the Pupil Premium grant attended at least once per week. However, during the autumn term of 2022-23 the numbers began to reduce and very few pupils eligible for the Pupil Premium were attending the free club. The Free Bagel Club ended 31st March 2023.

Additional fruit is purchased for pupils in KS2 for break times and this has resulted in a decrease in the number of pupils reporting feeling hungry in lesson 2. As a result they remain focussed in lessons.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle

Service pupil premium funding

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?	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have opportunities to talk to trusted adults and learn skills which they have been able to transfer to their daily lives.