

Lift Schools documents

Pupil Premium Strategy Statement

Domain of application	Lift St Helen's
Review cycle	Annual
Approved by	Craig Nicholson, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

Pupil premium strategy statement – Lift St Helen’s

This statement details our school’s use of pupil premium (and recovery 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	206
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Pupil premium lead	Victoria Gorton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,600

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

Our mission is that:

- We will provide an excellent education to every child, in every classroom, every day.
- With excellent leadership and teaching in every school, we will help children go on to lead successful and happy lives.
- We will work with others beyond our network to create capacity in the sector to benefit more children and communities.

Our vision is that *“each and every child is inspired to choose a Remarkable life”*.

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Objectives:

- To close the attainment gap between our disadvantaged pupils and their peers
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally is narrower
- Ensure disadvantaged pupils have access to excellent teaching
- Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2024/25
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day

In order to achieve the above objectives, the school uses a number of proven, evidence based strategies to support our disadvantaged pupils detailed in this plan. These strategies not only support academic progress, attainment and recovery but also social and emotional programmes and strategies to support pupils and their families.

Key Principles

- Every child has the right to succeed academically and be supported socially and emotionally at all times
- Excellent teaching is the key to improve outcomes for disadvantaged pupils
- Support is not just available to disadvantaged pupils who are low attainers
- The school will use strong, evidence based strategies proven to have the best impact on improving outcomes for disadvantaged pupils

- The school is deeply committed to giving the disadvantaged pupils at our school as many curricular and extra-curricular experiences as possible

Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation leading to a large number of children needing pastoral intervention
2	High levels of deprivation leading to children not having their basic needs met at home (food/clothes etc.)
3	Low levels of children entering into FS1/FS2 at ARE
4	Speech and language issues across EYFS and KS1
5	High levels of punctuality and attendance issues in particular EYFS and KS1
6	Historic low levels of children achieving EXS/GDS in writing at KS1 and KS2
7	Children's literacy skills in particular writing at KS2
8	Historical low levels of aspirations within the school community

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
To close the gap for disadvantaged pupils and ensure they have the very best academic offer to aid progress and recovery.	• Attainment data in school will show that the gap is narrowing for disadvantaged pupils compared to their peers • The gap in school will be narrower than the gap for disadvantaged pupils nationally • Progress data will show that the disadvantaged pupils make strong

	progress in school that is at least in line with disadvantaged pupils nationally
To ensure disadvantaged pupils have access to excellent teaching, all of the time.	- Standards of teaching and learning will be at least good in all classes and evidenced in monitoring activities - Teachers will receive the support and CPD they need to ensure great teaching
To raise aspirations for all pupils despite their background	For 100% of all PP children to have accessed some out of school activities across KS1 and KS2. Children have participated in at least 3 different educational experiences across the school year that they would otherwise not have been able to.
To ensure that all PP children are in school everyday and ready to learn	To reduce the number of PP children as PA To reduce the number of PP children who arrive late at the Academy on a daily basis To ensure attendance remain in line or above national average

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: £38,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to support interventions and develop skills set of staff in academy	One to one tuition	3,4,6,7,8
Support staff employed across every year group to provide targeted small group and 1-1 tuition to support catch up in curriculum knowledge.	One to one tuition Small group tuition	3,4,6,7

Curriculum Enrichment Enhance the curriculum and encourage talents through: Spanish and pathways curriculum (careers and aspirations)	Aspirations Interventions	8
Subscriptions	Impact of Remote Learning Tools	3,4,6,7,

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

Budgeted cost: £39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly and small group session in English with a key focus on reading, writing and phonics Including 1-1 tuition for year 6 children	One to one tuition Small group tuition	3,4,6,7
RWI and language rich interventions Continuation of staff training to develop and embed oracy for all pupils in the Academy	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback and delivery is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Children enter our setting significantly below ARE and the foundation settings work extremely hard to catch these children up through targeted intervention and oracy rich sessions - the more opportunities for children to read and talk about what they like the more likely they are to build a love and confidence for reading Small group tuition Course selected using evidence of effectiveness. from either EEF or from past practice and impact Use Twilights to deliver training or upskilling of staff that meets the children's needs. Development days to revisit training to ensure staff remain highly skilled	3,4,6,7

Enrichment days/ experiential experiences every half term that aim to immerse children into topics that they may not normally have exposure to (i.e pantomime, music festivals, guest speakers and entertainment)	With the high levels of deprivation and lack of culture within the community it was decided that as part of our curriculum review and part of Inclusive driver we would provide opportunities for children to be immersed in different cultural experiences either free of charge or at a subsidised rate to ensure that they gain experiences whilst at Meadstead .	1,2,3,4,6,7,8
Also enabling additional staffing in breakfast club and afterschool activities	Additional capacity in breakfast clubs and afterschool activities needed due to staff to children ratio and increasing uptake, including from PP children.	1,2,4,5,7
After school activities for KS1/KS2 children - including writing/handwriting clubs	Cost for staffing funded through PP due to increase in children accessing clubs being PP children. Children that attended handwriting/writing club 75% of PP children improved not only their handwriting but the content of their writing and 70% reaching ARE in their respective year groups	3,6,7,8
Purchase quality texts and accessibility for children	It is proven in numerous research studies that children that are read to and read independently have a high bank of vocabulary which they will use on a daily basis opposed to those children who do not. Due to high levels of deprivation within our community a lot of children enter our setting significantly below ARE hence the need to have accessible and high quality texts and resources to engage children in building vocabulary and a love for reading .	3,4,7,8

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Breakfast Club	There is a proven link that when children access a nutritious breakfast they are more inclined to successfully engage in learning and more likely to attend school - we choose to fund our breakfast club provision with PP money.	1,2
Thrive team training costs and updates	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in a mindset to do so, children in emotional crisis will struggle to achieve. The research by EEF clearly shows a direct link with a strong pastoral programme and successful and confident learners and outcomes for children. Rationale taken to fund a pastoral manager and Thrive team through PP funding was down to the fact that 90% of families worked with directly by either the pastoral manager or Thrive practitioners last year were PP families/children - with some support due to continue throughout this Academic year. <u>Social and Emotional Learning</u>	1,2,5
Weekly, half termly and yearly behaviour rewards	<u>Behaviour Interventions</u>	1,8
Visits to places of worship and universities to develop experiences beyond Royston and broaden aspirations	<u>Aspirations Interventions</u>	8

Total budgeted cost: £ 105,553

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This academic year we have had a high focus on closing the gaps for children with PP compared to non-PP. In order to close the gaps for children we have had a high focus on reading. We have used TA specialisms to support children in the best way possible across KS1 and KS2. Every child in school has had a book sent home with them every day and all Pupil Premium children are read with on a one to one basis twice a week, alongside book clubs. Class teachers have identified PP children who have significant gaps in their reading so that they have reading recovery interventions with a designated member of staff alongside the interventions the class teachers have implemented.

In KS1 children who did not pass the phonics screening test have been allocated to a phonics intervention to focus on the gaps in their phonics reading and any in KS2 accessed Fresh Start phonics.

2024 Data

Phonics Screening

83% of children passed the phonics screening. 83% of PP children passed.

Percentage of pupils achieving ARE or above:

KS2	Cohort (34)	PP Children (11)	Non PP Children (23)
Reading	65%	54.5%	69.6%
Writing	62%	54.5%	65.2%
Maths	71%	54.5%	78.3%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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