

Pupil premium strategy statement – Lickhill 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 | 179 |
| Proportion (%) of pupil premium eligible pupils | 20% - 2024-2025 |
| | 2024 - 2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jane Lloyd Principal |
| Pupil premium lead | Joss McLeod Assistant Principal |
| Governor / Trustee lead | Emily Lashford |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £42,920 |
| 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> | £0 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £42,920 |

Part A: Pupil premium strategy plan

Statement of intent

Our school is part of the Central Region Schools Trust, whose overall aspiration is social justice for all. In keeping with this aim, our intention is that every pupil at Lickhill Primary School, irrespective of their background, starting points or challenges, will achieve their best possible outcomes. By outcomes, we mean the best chance of successful and fulfilling lives, which requires a combination of:

- Academic achievement
- Social skills
- Positive relationships with adults and peers
- A sense of independence and self-agency and
- Experience of and engagement with a wide range of arts and sporting opportunities.

We recognise that a number of our pupils have complex needs which can be barriers to learning. The core of our strategy is to know each of our pupils well, which enables strong relationships and a caring, responsive individualised approach to meeting pupil needs. In addition, all staff work to reduce the barriers of all pupils by:

- Providing a carefully-sequenced, broad and balanced curriculum delivered via high quality teaching;
- Regular review of the progress of pupils to ensure our approaches are impactful;
- Supporting the well-being of all learners via our mental health specialists and whole-school Thrive approach;
- Working in partnership with parents/carers and external agencies;
- Ensuring that pupils' voices are heard;
- Strategically developing pupil oracy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Observations have shown underdeveloped oral language skills and language gaps in some pupils, and speech and language entry levels in Reception have been declining in recent years. This is seen across the school although it is particularly evident in our disadvantaged pupils. |
| 2 | A disproportionate percentage of our pupil premium pupils have additional barriers such as mental health needs or SEND. This can create complex patterns of need. |

| | |
|---|--|
| 3 | Adverse experiences of parents/carers can create extra challenges for schools to support them with developing their children's school lives. |
| 4 | Data shows that some disadvantaged pupils have greater difficulties in learning to read and finding pleasure in reading. This impacts on their development as readers, as writers and in spelling and grammar. |
| 5 | Assessments and observations show that pupils have variable starting points in terms of the background knowledge needed to access the curriculum and thrive. |
| 6 | Some of our pupils demonstrate lower levels of independence and resilience, and the anxieties and low self-esteem that can go along with this. |

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 progress in reading for below-ARE PP pupils. | At least one PP child in each class will move from below-ARE to ARE or from ARE to GD or make accelerated progress towards ARE (2024-5). |
| Improve the progress in maths for below-ARE PP pupils. | At least one PP child in each class will move from below-ARE to ARE or from ARE to GD or make accelerated progress towards ARE (2025-6). |
| Improve the progress in writing for below-ARE PP pupils. | At least one PP child in each class will move from below-ARE to ARE or from ARE to GD or make accelerated progress towards ARE (2026-7). |
| Improve oracy and language skills | Oracy opportunities will be woven through lessons, playground talk etc. Children will articulate this in pupil voice and this will be evident in learning walks, Pupil Book Study and phase reviews. |
| Continue to improve attendance and engagement of pupil premium pupils. | PP attendance and punctuality will improve. |
| Ensure all children experience a range of enrichment activities. | Enrichment tracker will evidence the CRST Enrichment Guarantee for all pupils as well as enabling us to identify and fill gaps for individuals or in the range of activities we offer. |
| Develop children's resilience. | Pupils will be able to articulate the need for resilience, what it looks like and when they might need it. Our resilience tracker systematically identifies those with low resilience and will evidence the progress they make. |

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: £14,344.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD for all staff on the importance and development of oracy. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 5, 6 |
| CPD for teachers and AAs on using concrete resources to support maths understanding. | <p>The EEF recommends the use of manipulatives and representations as they can engage pupils with mathematical concepts.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> | 5 |
| Continue to hone our provision of early reading via RWI plus reading for pleasure agenda. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading & Comprehension:</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 4, 5 |
| <p>Use a variety of methods to further engage with parents/carers .</p> <ul style="list-style-type: none"> Community café Homework projects Book swap | <p>Community café</p> <p>Homework projects</p> <p>Book swap</p> <p>Spare/pre-loved uniform</p> <p>There is extensive evidence associating childhood social and emotional skills with improved</p> | 3 |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Spare/pre-loved uniform | <p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement EEF</p> | |
|---|---|--|

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

Budgeted cost: £15,183.19

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Early SALT interventions, initially targeting Reception and Year 1 children.</p> <p>Whole class listening skills intervention</p> <p>SALT interventions</p> <p>Memory interventions: supporting targeted children to develop increasing levels of attention and listening through memory activities focusing on developing short- and long-term memory.</p> | <p>Evidence from baseline and pre-school transition information highlights low entrance levels in language and communication and poor levels of expressive language. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 4, 5 |
| <p>Specific maths interventions:</p> <ul style="list-style-type: none"> Mastering number programme (Reception to Year 2 and some Year 3). Numberstacks – Small group/ 1-1 additional maths support | <p>The EEF recommends the use of structured interventions, which are informed by assessment to provide additional support.</p> <p>Improving behaviour in schools</p> | 5 |
| <p>Additional support for targeted Pupil Premium Priority children.</p> <p>Identified in consultation with class</p> | <p>The EEF has evidence on the effectiveness of one-to one tuition One to one tuition EEF</p> | 1, 2, 3, 4, 5, 6 |

| | | |
|--|---|--|
| <p>teacher: additional support (academic and well-being) to enable PPP children to make accelerated progress. Tracked half-termly by SLT.</p> <p>1:1 tuition in years 5 and 6;</p> <p>Additional SLT time to boost in after-school sessions.</p> | <p>and small group tuition Small group tuition EEF.</p> | |
|--|---|--|

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

Budgeted cost: £13,392.01

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improve attendance: New CRST policy tiers and stages reporting sessions instead of percentage and highlighting the importance of attendance for social and educational development with children and parents. Sample letters have been agreed; 3-weekly meetings with attendance leads to device actions; meetings with parents to ascertain barriers and what support can be given. Availability of breakfast club for those who are persistently late.</p> | <p>Poor attendance at school is linked to poor academic attainment. The following document evidences suitable approaches.</p> <p>Supporting attendance EEF</p> | <p>1, 2, 3, 4, 5, 6</p> |

| | | |
|---|--|------------------|
| Target pupils who lack confidence/have low self-esteem/limited life experiences to take part in after-school clubs as a priority. | <p>Monitoring has identified that attendance of disadvantaged children at clubs is lower than non-disadvantaged.</p> <p>Monitored by PE and PP leads.</p> <p>Evidence suggests that while physical activity does not necessarily impact on academic learning, it can lead to increased pupil attendance, health and wellbeing. https://d2tic4wvo1iusb.cloudfront.net/product/eeef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1732709421</p> | 1, 2, 3, 6 |
| <p>Target well-being support at those pupils who show anxiety in school.</p> <p>Positive outcomes from our Thrive approach therapeutic interventions in school, plus WEST referrals now starting to have a positive impact.</p> | <p>The EEF evidence shows that good social and emotional learning can lead to learning gains, especially when it is integrated, as our Thrive approach is, with everyday teaching.</p> <p>Improving behaviour in schools</p> | 1, 2, 3, 6 |
| <p>Financially support those families who need support for specialist eye tracking assessment, trips and residential.</p> <p>Some of our disadvantaged families struggle to meet the cost of these sorts of activities.</p> <p>School to inform families in good time of the cost of any trips across the year.</p> <p>School to offer a voucher system to encourage uptake of clubs/activities by target children.</p> <p>Provide help towards cost of minibus for swimming in Y2 & Y3.</p> <p>Provide free school milk for all PP children in KS1 and for those who would like it in KS2.</p> | <p>Full participation in the arts and in physical activity can bring many benefits, and it is essential that disadvantaged children do not miss out on these due to financial constraints.</p> <p>Arts participation EEF</p> <p>Physical activity EEF</p> | 1, 2, 3, 4, 5, 6 |

| | | |
|--|--|---|
| Cap of £150 per child per year. | | |
| FAME musical tutoring: Enabling children to play a musical instrument who would not usually have this opportunity to do so. They may develop a love for music and then have private tuition. The cost of PP children who take up private tuition is covered by Severn Arts. | Arts participation can have a positive impact on academic outcomes and is valuable in itself: Arts participation EEF | 5 |

Total budgeted cost: £42,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | | | | | | | | | | | | | | | |
|---|--|-------------|-----|-----|------------|-----|--------|------------|-----|------|-----------------------------|-----|----|-----------|----|
| 2023-24 aims | Extent achieved | | | | | | | | | | | | | | |
| To consistently improve outcomes for all disadvantaged pupils <i>so that</i> the proportion of pupils attaining ARE or better in Reading, Writing and Maths combined, compares favourably to disadvantaged and non-disadvantaged pupils nationally. | | | | PP | | | Non-PP | | | | | | | | |
| | Maths | | | 57% | | | 59% | | | | | | | | |
| | Reading | | | 52% | | | 69% | | | | | | | | |
| | Writing | | | 47% | | | 60% | | | | | | | | |
| | Thus, in maths, based on whole-school teacher assessments, PP and non-PP are comparable but in reading and writing this is not the case. Last years' KS1 results in reading and maths were positive (all PP children were ARE). At end-KS2, the picture is more mixed, with 50% of PP children achieving ARE, although this is highly cohort-specific and one of these pupils had significant SEN needs. The focus for the 2024-25 year will be PP reading and then writing in subsequent years. | | | | | | | | | | | | | | |
| | | All | | | PP | | | SEND | | | comment | | | | |
| EYFS - GLD | | 74% (17/23) | | | 100% (2/2) | | | 0% | | | All high level need SEND | | | | |
| Y1 Phonic Screening | | 88% (15/17) | | | 100% (3/3) | | | 50% (2/4) | | | 2 new to school during year | | | | |
| Y2 Phonic Screening re-take | | 100% (4/4) | | | N/A | | | 100% (2/2) | | | | | | | |
| | | Reading | | | | | | Writing | | | Maths | | | Com-bined | |
| KS1 | | BE | ARE | GD | | | | BE | ARE | GD | BE | ARE | GD | ARE + | |
| | | 20% | 60% | 20% | | | | 47% | 50% | 3.3% | 20% | 73% | 7% | | |
| | | 80% | | | | | | 53% | | | 80% | | | 50% | |
| Na-tional | | | | | | | | | | | | | | | |
| PP | | 100%(3/3) | | | | | | 33.3%(1/3) | | | 100%(3/3) | | | | |
| SEND | | 33.3%(2/6) | | | | | | 0% (0/6) | | | 50%(3/6) | | | | |
| | | Reading | | | SPaG | | | Writing | | | Maths | | | Com-bined | |
| KS2 | | BE | ARE | GD | BE | ARE | GD | BE | ARE | GD | BE | ARE | GD | ARE | GD |
| | | 16% | 47% | 37% | 7% | 53% | 40% | 10% | 77% | 13% | 13% | 80% | 7% | 63% | 3% |
| | | 84% | | | 93% | | | 90% | | | 87% | | | 66% | |
| Na-tional | | 74% | | | 72% | | | 72% | | | 73% | | | 61% | |

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------|----------|-----------|-----|------------|-------|-------------------------|---------------|----------|----------|------|--|-----------|--|-----------|--|------------|--|-----------|---------------|
| | <table><tr><td>PP</td><td></td><td>50%(1/2)</td><td></td><td>50%(1/2)</td><td></td><td>50%</td><td></td><td>50%(1/2)</td><td>50%(1/2)</td></tr><tr><td>SEND</td><td></td><td>70%(7/10)</td><td></td><td>80%(8/10)</td><td></td><td>70% (7/10)</td><td></td><td>70%(7/10)</td><td>10% (3/10)</td></tr></table> <p>Progress has been made, as intended, with the proportion of pupils achieving success in the phonics screening, and in PP pupils achieving the ELG (100% of PP) in 2023-24. The emotional well-being of pupils has had a positive impact and our expertise in this field has been recognised as we became a Thrive Ambassador school this year.</p> <p>Children have received a wide range of experiences across the year. These include many sporting activities (our inclusive approach to this has been recognised by our receipt for the 2023-24 year of the Gold School Games Mark). Curriculum-related trips have also taken place in each year group. We offer a range of after-school clubs and proactively encourage disadvantaged children to sign up to these.</p> | PP | | 50%(1/2) | | 50%(1/2) | | 50% | | 50%(1/2) | 50%(1/2) | SEND | | 70%(7/10) | | 80%(8/10) | | 70% (7/10) | | 70%(7/10) | 10% (3/10) |
| PP | | 50%(1/2) | | 50%(1/2) | | 50% | | 50%(1/2) | 50%(1/2) | | | | | | | | | | | | |
| SEND | | 70%(7/10) | | 80%(8/10) | | 70% (7/10) | | 70%(7/10) | 10% (3/10) | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| To improve attendance for all children and all disadvantage pupils so that attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally. | <p>Attendance rates are as follows:</p> <table><tr><td></td><td>Lickhill</td><td>National</td></tr><tr><td>All</td><td>95%</td><td>92.8%</td></tr><tr><td>Pupil premium recipient</td><td>93.6%</td><td>88.9%</td></tr></table> <p>Thus, to the extent that attendance of PP pupils exceeds the national rate our strategies are successful. Further progress can be made, and it remains a focus for 2024-25.</p> | | Lickhill | National | All | 95% | 92.8% | Pupil premium recipient | 93.6% | 88.9% | | | | | | | | | | | |
| | Lickhill | National | | | | | | | | | | | | | | | | | | | |
| All | 95% | 92.8% | | | | | | | | | | | | | | | | | | | |
| Pupil premium recipient | 93.6% | 88.9% | | | | | | | | | | | | | | | | | | | |
| To provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life. | <p>Additional opportunities have been provided such as:</p> <ul style="list-style-type: none">• Storytelling/speech homework• Oracy agenda• Increased pupil agency opportunities• Additional trips• Structured and carefully sequenced knowledge-based curriculum• Opportunities to review and revisit prior learning• Whole-trust Enrichment Guarantee• Priority booking/invitation to after-school clubs | | | | | | | | | | | | | | | | | | | | |

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)

| |
|---|
| <i>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</i> |
| N/A |
| 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.