

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Lady Jane Grey PS
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7.2% (15)
Academic year/years that our current pupil premium strategy plan covers	2022/2025
Date this statement was published	Updated December 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Michael FitzGerald
Pupil premium lead	Michael FitzGerald
Governor / Trustee lead	Juliet Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25121 £13,320
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25121 £13,320

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim for our disadvantaged pupils is to give them every opportunity that they need to be successful both academically and at the same time ensure their well-being is at the forefront of their daily school life. This is regardless of their background and life experiences that may be a barrier to them. We want our provision to enable these children to access and progress as their peers would, closing any gaps between them and the cohort that they are a member of. We aim to provide individual support to allow them to reach their potential and close any gaps in their learning. Careful mentoring and personalised targets are aimed to support their academic progress. Academic progress is one part of our plan and strategy. We also want to enable our disadvantaged children to participate and provide opportunities for the children to build their cultural capital by giving them the chance to explore individual passions and interests.

We focus our support on the areas where our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Lady Jane Grey, to consistently demonstrate a high impact on closing the disadvantaged attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' attainment will be accelerated and sustained alongside securing the best possible progress for their non-disadvantaged peers. With such a comprehensive plan and following post Covid-19 assessment both academic and pastoral, we have extended the ELSA support hours and appointed a Mental Health Lead.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children meeting age-related expectations in reading, writing and maths.
2	Ensuring high-impact provision for PP children across the school.
3	Well-being assessments demonstrated that the positive mental health of a proportion of our disadvantaged pupils had been adversely affected by partial school closures during the pandemic.

4	Ensuring PP children participate in enrichment activities to further aspirations.
5	Ensuring PP children's school attendance remains above 95.4%.

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
Increase of KS1 and KS2 attainment in reading, writing and maths to ensure closing gaps agenda for PP pupils.	Closed the attainment gap to national average progress/attainment scores in KS1 and KS2 (June 2023)
Ensuring high-impact provision for PP children across the school.	Detailed programme of support in place for both academic reasons and pastoral support.
Ensuring high-quality Well-being pastoral support programme is in place.	A comprehensive programme demonstrates all children have access to support and then external if required.
PP children participate in enrichment activities to further aspirations.	Any barriers are removed to opportunities for PP to access enrichment activities: Currently private swimming lessons Support to overcome financial barriers to attend residential Purchase of clothing to ensure comparability to peers
Ensuring PP children's school attendance remains at or better than 95.4% in line with their peers.	Weekly monitoring of the attendance register demonstrates high attendance for PP children. The school will intervene and contact parents should any PP child attendance falls below 95.4%.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extension of the ELSA Pastoral hours to accommodate additional pastoral well-being cases.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at a later stage in their lives. EEF_Social_and_Emotional_Learning.pdf educationendowmentfoundation.org.uk	3
Intervention programme of support running through the school calendar.	EEF Guidance Document states: Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.	1, 2

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to lead delivery of TA intervention-led sessions. Each class to deliver focused support for PP and recovery premium students.	The EEF Guidance Document: 'Integrating learning from work led by teachers and TA's.' Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.	1, 2

<p>Targeted SENCO 'catch-up' session for all PP students to secure new learning and reinforce newly introduced concepts. • Pupil voice used to assess impact and address areas of need.</p>	<p>Learning in small group/1:1 interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> • Schools should use structured interventions with reliable evidence of effectiveness. • Sessions are often brief (20–50mins) • Occur regularly (3–5 times per week) • Maintained over a sustained period (8–20 weeks). <p>Link: EEF</p>	
<p>Extended interventions classroom based targeted 1:1 see below.</p>		
<p>Group reading intervention focused on:</p> <ul style="list-style-type: none"> • phonic acquisition and decoding • inference, explanation and comprehension 	<p>The EEF Guidance Document:</p> <p>‘Integrating learning from work led by Teachers and TA’s.’</p>	<p>1, 2</p>
<p>Writing intervention focused on:</p> <ul style="list-style-type: none"> • manipulating vocabulary and grammatical structures • re-reading and self-editing 	<p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.</p>	<p>1, 2</p>
<p>Numeracy intervention focused on:</p> <ul style="list-style-type: none"> • place value / conservation of number • written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills. • reasoning problems (verbal / written questions) 	<p>Learning in small group/1:1 intervention is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> • Schools should use structured interventions with reliable evidence of effectiveness. • Sessions are often brief (20–50mins) • Occur regularly (3–5 times per week) 	<p>1, 2</p>

	<ul style="list-style-type: none"> Maintained over a sustained period (8–20 weeks). Link: EEF	
Tutoring opportunities after school homework club for targeted PP children in Year 5/6	Targeted support for disadvantage children with no home support to complete their homework.	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Hive - Pastoral and well-being base. <ul style="list-style-type: none"> Aligned to Nurture Principles Clear identification for all users it is a safe place to talk. 	Children need to know they have a team of adults that they can approach and talk to in school with confidence and in private. Nurtureuk evidence-base: nurtureuk research: promoting nurture in education	3
Whole staff approach to keeping regular contact with families and parents.	Children and their families need to know they have multiple adults within the school setting that they can go to and trust. Additional support beyond the immediate team is available if needed. EEF – Working with Parents to Support Children's Learning: Working with Parents to Support Children's Learning EEF	3, 5
Implementation of Attendance analysis and dashboards to provide specific targeted intervention/support for PP pupils	EEF – Supporting School Attendance: 1. Build a holistic understanding of pupils and families, and... EEF "Explore the issue by going beyond headline data"	5
Residential Trips, Swimming and private swimming lessons, and dance lessons for PP children. Reflexology sessions from an external	The effectiveness of this approach in continuing to widen learning through enrichment activities are upheld by parental feedback. Opportunities have had a very positive impact upon the children themselves.	4

agency – targeting PP children.		
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Total budgeted cost: £25121

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.

End of year assessment analysis indicates that whilst the PP children made progress it was progress that enabled them to steady their overall year attainment. The overall data at the year- end indicated the following.

Reading: 47% are at ARE or above

Writing: 42% are at ARE or above

Numeracy: 63.% are at ARE or above

Clearly the reason for the low outcomes are due to the impact of the COVID-19 pandemic. A national picture reflected the majority of schools across the country, it is evident that the partial closure of schools had a serious negative effect on our disadvantaged pupils. When the school was in lock down and therefore under partial closure, it was not possible to run intervention groups as we would have liked to. Although most pupil premium students continued in school during partial opening, due to restrictions it was not possible to operate our intervention programmes to the same extent. This means that for the current academic year of 2022/23 further targeted intervention work remains a priority. Whilst our whole school attendance for the academic year 2022/23 was 95.4% our disadvantaged children's attendance was ahead of their peers at 95.7%. This was through consistent school to home contact being made once an absence was declared. 60% of our disadvantaged children achieved comparative attendance levels to their peers – with 40% having greater levels of attendance than their peers. For the academic year 2023/24 the whole school attendance expectations is set for an aspirational 97%.

With regard to Mental Health well-being the pandemic and therefore closures have had a significant impact upon the mental health well-being of all groups of pupils in the school and not just disadvantaged children. Greater number of referrals have been made to the Pastoral team and more parental conversations have taken place due to their concerns. We extended the hours of the ELSA team and incorporated after school support sessions due to increased numbers. A designated space was provided and it is known as the HIVE. It is too early to assess the impact of this programme of support.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Need to add 23/24 impact

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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?	<ul style="list-style-type: none"> Residential trip paid for out of one allocation. Museum trip paid for from service allocation
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> Financial worry of paying for trips removed and a really good experience for the child on the trip.

