

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupil premium 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	Littleton Green Community School
Number of pupils in school	475 (inc. Pre School and Nursery) 381 (reception+)
Proportion (%) of pupil premium eligible pupils	102 children 29% (reception+)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sep 2021-July 2024
Date this statement was published	Sep 23
Date on which it will be reviewed	Jan 22 May 22 Sep 22
	Jan 23 May 23 Sep 23
	Jan 24 May 24 Sep 24
Statement authorised by	Lynn Thorneycroft
Pupil premium lead	Siobhan Holloway
Governor / Trustee lead	Ryan Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,540
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£177,170

Part A: Pupil premium strategy plan

Statement of intent

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It does not just involve implementing a series of learning experiences but is a complete value set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2023-2024 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document.

Our Pupil Premium Model for 21-24 will ensure that the pupil premium children who are working below age-related expectations diminish the difference by following this intent, implementation, and impact model. (Please note the purple statements have been altered for the academic year 22-24)

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on across the school?</u>	<u>What will success look like in all subjects?</u>
Proud	'I am Proud. I am proud of who I am, the quality of my learning and the effort that I have put into producing it.'	Ensuring that children are shown the importance of being proud of who they are and to recognise that their hard work and effort as well as their achievements will be celebrated	<u>All children can explain why a piece of work demonstrates their best learning and explain how this has been celebrated.</u> <i>Evidence: pupil interviews, work scrutinise, displays, and/or dojo.</i>
Unique	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff.	<u>Children receive the appropriate level of support.</u> <i>Evidence: lesson obs (deployment of adult), scaffolding of tasks, data, provision map/IEP, work scrutinies, pupil interviews, chequebook walks, and/or planning adaptations.</i>
Reflective	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children are taught how to reflect on their own learning.	<u>Children can demonstrate how they have improved or will improve their work.</u> <i>Evidence: work scrutinies, pupil interviews, and/ or chequebook walks.</i>
Positive	'I am Positive. I always try my hardest. If at first, I fail, I try, try, and try again.'	Ensuring that children are taught how to use resources effectively to support their learning.	<u>Children can demonstrate how they use a range of concrete and pictorial resources to become 'unstuck'.</u> <i>Evidence: book scrutinies, pupil interviews and/ or chequebook walks</i>

Loving	'I Love. I respect and love the diverse world that I live in. I respect and love all other people. I respect and love myself.'	Ensuring that children are taught that all learners are of equal value, and to recognise that diversity is a strength that should be respected and celebrated.	<u>Children can demonstrate how all children irrespective of race, gender, disability, belief, sexual orientation, or socio-economic background have made positive contributions.</u> <i>Evidence: pupil interview, chequebook walks and/or learning environment</i>
Empowered	'I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.'	Ensuring that children are shown how to retrieve previously taught information.	<u>Children can recall and apply previously taught knowledge, vocabulary, and skills.</u> <i>Evidence: work scrutinies, tests/data, pupil interviews and/or chequebook walks</i>

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Pupils rely on low-tier vocabulary They do not have a wide vocabulary resulting in barriers to fluency, comprehension, and writing. As a result, disadvantaged pupils attain below age-related expectations in Literacy.</p> <p><u>How we know</u></p> <p>Phonics attainment at the end of year 1 in 21 is below that of previous years at the end of 2020 (52% 2020) resulting in a lack of fluency. In reading in 2019 progress for disadvantaged children at LGCS was – 2.4 (confidence interval -5, 3 to 0, 4) compared to local authority non-disadvantaged Of -0.2 and 0.6 for all pupils at LGCS demonstrating a lack of comprehension skills. Writing assessments and moderation completed internally demonstrate that children have a limited vocabulary in their writing. Phonics data improved at the end of 22 with 84 % of children passing the screening test showing the impact of measures put in place so far. In the year 2022-2023, a further increase of 5% was seen with 89% of PP children passing.</p>																								
3	<p>Ensuring that the attendance of pupil premium children is at least 96% for the three-year period 21-24 <u>See Outcomes Review for 22-23 update</u></p> <p><u>How we know</u></p> <table border="1"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020 (end of B2)</th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>94.46</td> <td>93.62</td> <td>95.02</td> <td>92.1</td> <td>93.7</td> </tr> <tr> <td>Other</td> <td>96.09</td> <td>95.57</td> <td>96.02</td> <td>94.1</td> <td>96</td> </tr> <tr> <td>Gap</td> <td>-1.63</td> <td>-1.95</td> <td>-1</td> <td>-2</td> <td>-2.3</td> </tr> </tbody> </table>		2018-2019	2019-2020 (end of B2)	2020-2021	2021-2022	2022-2023	Pupil Premium	94.46	93.62	95.02	92.1	93.7	Other	96.09	95.57	96.02	94.1	96	Gap	-1.63	-1.95	-1	-2	-2.3
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4	Ensuring that all the staff are equipped with the skills to teach pupil premium children how to apply the PURPLE values to their work over the three-year period 21-24.
5	<p>Low self-esteem amongst some pupil premium children is preventing them from applying the PURPLE values.</p> <p><u>How we know</u></p> <p>At the start of 2020, the proportion of children attending the three main social and emotional interventions at school (Mental health, ELSA, and Forest Schools) included a disproportionate number of pupil premium. <i>See Outcomes Review for 22-23 update</i></p>

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
The number of pupil premium children who are working at age related+ in Reading in years 1- 6 is at least in line with the national average for all children	<ul style="list-style-type: none"> End-of-year teacher assessments for CAL indicate that the % of Pupil Premium children is above the national average for CAL The % of pp children who pass the phonics test is at least in line with the national average for all children over the three-year plan End-of-year teacher assessments for reading and writing indicate that the % of Pupil Premium children working at least age-related expectations is above the national average for all year groups. Progress score of y6 disadvantaged children is at least in line with average progress for the years 21-24 for reading and writing APS score/progress score for each cohort of SEND (Special Educational Needs and Disabilities) PP (Pupil Premium) children and Send PP children increases for each academic year over the three-year cycle
The number of pupil premium children who are working at age related+ in Writing in years 1- 6 is at least in line with the national average for all children	
Attendance of pupil premium children is above the national average in Years 1-6.	<ul style="list-style-type: none"> Attendance checks conducted by the Assistant Principal and Attendance Officer show that attendance of pp children for years 1-6 is at least 96% and this is sustained over the three-year cycle.
Learning walks, work scrutinies and pupil interviews completed by Subject Leaders indicate that the pp children can demonstrate PURPLE in their learning	<ul style="list-style-type: none"> The number of purple values that the pp children can fully demonstrate increases each academic year (measured by averaging of % pp children demonstrating the pp across the school)
Pupil premium children in years 1-6, who require additional support to address their social, and emotional	<ul style="list-style-type: none"> Social and Emotional Trackers completed by class teachers for 12 children selected from 3 interventions (Forest Schools, ELSA, and counselling) demonstrate that the

needs can continue to apply these skills once the intervention has finished	children's score in the targeted area remains at a higher level for at least 6 weeks after the intervention has been completed.
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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. **(Please note: Targeted will be rag-rated after review periods)**

Teaching (for example, CPD (Continuing Professional Development), recruitment and retention)

Budgeted cost: £25,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for Restorative Practice to help develop positive behaviour and a consistent approach.	PROUD- Parental engagement via Dojo +3 months (EEF (Education Endowment Foundation) Toolkit) – Recommendations 3 and 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3
SENCOs to train all Learning Support Assistants for 30 minutes a week in delivering interventions and purple	UNIQUE- Individualised instruction + 3 months (EEF Toolkit)- REFLECTIVE- Feedback +8 months (EEF Toolkit)- LOVING- Collaborative Learning = 5 months (EEF Toolkit) POSITIVE- Metacognition + 7 months (EEF Toolkit) EMPOWERED- Mastery Learning +5 months (EEF Toolkit)	3
2 members of staff leading small group reading and maths interventions in year 6 for 2 mornings a week. Year 5 children to receive small group interventions for maths 1x weekly by Tutor. (Money partly funded by Recovery Curriculum)		1,3
All EYFS and Year 1 teachers and Literacy lead to be trained in the FFT	REFLECTIVE - Reading Framework 2023 – Section 3 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1

<p>phonics scheme. This includes face-to-face and online training in the delivery of phonics and reading to support early literacy.</p>	<p>REFLECTIVE - Findings of EEF KS1 Literacy project – Recommendation 3 - Effectively implement a systematic phonics programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>EYFs, English and Maths Leads 2 hours per week release time to team-teach with staff. Focus on embedding PURPLE in their area.</p>		1
<p>Early Years Professional Development Programme Every week (38 weeks) Two early years practitioners to improve their understanding and skills in supporting the development of the most disadvantaged children between the ages of 2 and 4.</p>	<p>UNIQUE – Funded by the Department for Education in England and delivered by the Education Development Trust, the EYPDP is a tailored professional development programme and forms part of the government’s Early Years Education Recovery Plan which aims to address the continued effects of the pandemic on young children.</p> <p>Early Years Professional Development Programme (earlyyearsdpd.com)</p>	1

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

Budgeted cost: £90,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to provide 2 hours of support daily working directly on intervention for children who are falling be-</p>	<p>POSITIVE/EMPOWERED - Impact of interventions Flipped learning +2 months (EEF Projects) Reciprocal reading+ 3 months (EEF Projects) Reading Comprehension strategies + 8 months (EEF Toolkit)</p>	1,3

hind age-related expectations and need support with language acquisition and development		
SENDCo to have at least 6 hours of non-teaching time each week to enable interventions to be monitored and staff to be trained in tracking the impact of interventions	UNIQUE - Small Group Tuition +4 months (EEF Toolkit) One-to-one tuition +5 months (EEF Toolkit)	1, 4
Early Years SENDCo to have at least 6 hours of non-teaching time each week to enable SEND pp interventions to be monitored and staff to be trained		1,4
Member of staff employed to run the school library to develop children's ability to learn to read and then develop disciplinary Literacy skills (supported with a list of targeted pp children enabling them to target support towards children's needs)	UNIQUE - Small Group Tuition +4 months (EEF Toolkit)	1,4
EYFS intervention – Each afternoon 3 members of staff to provide targeted intervention in each of the early years settings.	UNIQUE - Small Group Tuition +4 months (EEF Toolkit)	1,4
EEF-funded intervention – Lexia Everyday intervention 12 pupils	Findings of EEF KS1 Literacy project – Recommendation 3 - Effectively implement a systematic phonics programme https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 UNIQUE - Small Group Tuition +4 months (EEF Toolkit)	1,4
Lightning Squad	UNIQUE - Small Group Tuition +4 months	1,4

	(EEF Toolkit)	
Literacy, Maths and Pupil Premium leads to deliver specific afterschool club intervention to PP children to target support and improve attendance through engagement	UNIQUE - Small Group Tuition +4 months (EEF Toolkit) LOVING- Collaborative Learning = 5 months (EEF Toolkit) POSITIVE- Metacognition + 7 months (EEF Toolkit) EMPOWERED- Mastery Learning +5 months (EEF Toolkit)	1,3,4
School visits – contribution from school towards enrichment	LOVING- Collaborative Learning = 5 months (EEF Toolkit)	3,5

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

Budgeted cost: £62,597

Activity	Evidence that supports the approach	Challenge number(s) addressed
Member of staff employed to contact families with the poorest attendance. Work alongside the Assistant Principal to implement and monitor the impact of strategies to improve their attendance (1 hr per day)	PROUD - Attendance for pupil premium children at LGCS in 2022-2023 was 93.7%. This strategy is working and needs to continue.	2
Assistant Principal teaching part-time to lead Social and Emotional interventions across the school (e.g., attendance, consistent application of Behaviour policy, leading Early Help Assessment)	POSITIVE/EMPOWERED - Behaviour interventions +3 months (EEF Toolkit)	4

<p>2 trained members of staff delivering ELSA interventions. (This has been increased from 1 member of staff in 21-22)</p> <p>1 x 2 hours per year group per week.</p> <p>1 x 2 hours per week (targeted children)</p>	<p>POSITIVE/EMPOWERED - Behaviour interventions +3 months (EEF Toolkit)</p>	<p>4</p>
<p>1 member of staff training (10 days) in Learning language and loving it (EEF)</p>	<p>UNIQUE - Small Group Tuition +4 months (EEF Toolkit)</p> <p>LOVING- Collaborative Learning = 5 months (EEF Toolkit)</p> <p>POSITIVE- Metacognition + 7 months (EEF Toolkit)</p> <p>EMPOWERED- Mastery Learning +5 months (EEF Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-accelerator-fund</p>	<p>1</p>
<p>20% of the two minibus drivers' wage (EEF Toolkit Outdoor and Adventure Learning + 4 months impact)</p>	<p>POSITIVE/EMPOWERED - Behaviour interventions +3 months (EEF Toolkit)</p>	<p>4</p>
<p>3 members of staff are employed so that all children in years 1-6 can attend forest schools. (This has been increased from 1 member of staff in 21-22)</p>	<p>POSITIVE/EMPOWERED - Behaviour interventions +3 months (EEF Toolkit)</p> <p>POSITIVE/EMPOWERED - Outdoor adventure Learning- + 4 months</p>	<p>4</p>

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.

Intended outcome	Success criteria																													
The number of pupil premium children who are working at age related+ in Reading in years 1- 6 is at least in line with national average for all children	End of year teacher assessments for Literacy indicate that the % of Pupil Premium children is above national average.	22-23 reception cohort 58% Pupil Premium Other: 77% National tbc (November 23)																												
	The % of pp children who passed the phonics test is at least in line with national average for all children over the three-year plan	89% of pp children passed the phonics test in year 1 (8 out of 9) 76% overall (National 79%)																												
The number of pupil premium children who are working at age related+ in Writing in years 1- 6 is at least in line with national average for all children	End of year data for reading and writing indicate that the % of Pupil Premium children working at least age-related expectations is above national average for y2 and y6 year groups	National average pp year 6: reading 60% Maths 59% <table border="1"> <thead> <tr> <th>Y2</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>63%</td> <td>10/16</td> <td>81%</td> <td>13/16</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y6</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>79%</td> <td>19/24</td> <td>88%</td> <td>21/24</td> </tr> </tbody> </table>	Y2	Reading		Maths		PP	63%	10/16	81%	13/16	Y6	Reading		Maths		PP	79%	19/24	88%	21/24								
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Progress score of y6 disadvantaged children is at least in line with average progress for the years 21-24 for reading and writing	National APS Reading: 105 Maths 104 SPaG 106	<table border="1"> <thead> <tr> <th>Y6</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> <th colspan="2">SPaG</th> </tr> <tr> <th></th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>APS</td> <td>103.6</td> <td>105</td> <td>103.5</td> <td>105</td> <td>107.3</td> <td>108</td> </tr> </tbody> </table>	Y6	Reading		Maths		SPaG			PP	Other	PP	Other	PP	Other	APS	103.6	105	103.5	105	107.3	108							
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		Phase 2 (Years 1-3)	95.3%	93.5%	95.8%	2.5%	2.3%	
		Phase 3 (years 4-6)	95.4%	94%	95.4%	2%	1.4%	
		Y1+	95.3%	93.8%	95.4%	2.2%	1.5%	
Learning walks, work scrutinies and pupil interviews completed by Subject Leaders indicate that the pp children can demonstrate PURPLE in their learning	The number of purple values that the pp children can fully demonstrate increases each academic year (measured by averaging of % pp children demonstrating the pp across the school)	Phase 1 (EYFS (Early Years Foundation Stage))	P	U	R	P	L	E
		Phase 2 (Years 1-3)	P	U	R	P	L	E
		Phase 3 (years 4-6)	P	U	R	P	L	E
Pupil premium children in years 1-6, who require additional support to address their social, and emotional needs can continue to apply these skills once the intervention has finished	Social and Emotional Trackers completed by class teachers for 12 children selected from 3 interventions (Forest Schools, ELSA, and counselling) demonstrate that the children's score in the targeted area remains at a higher level for at least 6 weeks after the intervention has been completed.	75% children remained at targeted score 6 weeks later						

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
Stavian	Stavian, 8 The Westbury Centre, Westbury Road, Newcastle under Lyme, Staffordshire, ST5 4LY
Send Hub	Staffordshire County Council
Maths Mastery Hub	NCTEM
ELSA	Staffordshire County Council
Early Year Programme	Staffordshire County Council

Further information (optional)

This strategy is reviewed termly with the SLT and the Link Governor for Pupil Premium.

The Link governor presents a report to the LAC (Looked After Children) three times a year.