

Pupil premium strategy statement

School overview

Metric	Data
School name	Liden Academy
Pupils in school	347
Proportion of disadvantaged pupils	24.78
Pupil premium allocation this academic year	£138,505
Academic year or years covered by statement	2021-22
Publish date	1 st September 2021
Review date	July 2022
Statement authorised by	Jeff Mason
Pupil premium lead	Sam Austin
Governor lead	David Parker

Disadvantaged pupil progress scores for last academic year

Measure	Score (unofficial and predicted)
Reading	-0.4
Writing	-0.2
Maths	-1.8

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	5%
Measure	Activity
Priority 1	Ensure all staff – including new staff receive training on how to deliver phonics scheme to ensure PPG children reach expected standard. We have tried many different approaches to reading and writing. Starting last year, we are investing in the Read Write Inc program. All resources to be purchased and staff to be trained by internal and external providers. The tried and tested approach set up by the Write Stuff is to be used across the school. Staff to be trained internally.

Priority 2	Embed new approach to Maths, to ensure a mastery approach to maths teaching. Staff to receive training and regular support in adapting and raising expectations in Maths. PP children need to become more articulate in maths topics they are learning. They will achieve this by being fully immersed in the new concepts.
SENDCO involvement	Ensure teachers embed new teaching strategies and SENDCO adapts to the needs of the PPG/SEND children. New SENDCO appointed to school to work closely with vulnerable families (who are eligible for PP and SEND) and support them in attending school regularly. Evidence shows that in this setting children who are SEND and eligible for PP are the most likely to have poor attendance.
Teaching Assistant teacher led interventions	Teachers to identify children who have fallen behind and ensure appropriate interventions are in place to support them. Using NFER tests and question level analysis teachers examine prior learning and identify gaps (some of which were caused by the lockdowns.) Specific, targeted interventions are set up and run across the school year, with termly reviews run by the Headteacher, Phase Leaders and SENDCO.
Projected spending	£118,574

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure all staff – including new KS1 staff receive training on how to deliver phonics scheme to ensure PPG children reach expected standard.</p> <p>Ensure that T.A are trained on how to implement phonics scheme with their group of children across KS1.</p>
Priority 2	<p>Embed new approach to Maths, to ensure a mastery approach to maths teaching. Children who have poor conceptual understanding are to take part in pre-teach interventions, where they learn the skill before the rest of the class, thus increasing confidence and ability in daily maths lessons.</p>
Priority 3	<p>Ensure teachers identify children who need ‘catch up’ caused by the pandemic and put in place quality intervention to diminish the difference.</p> <p>Using Number Count, read, write ink and other teacher led interventions, teachers to termly identify gaps in learning and take steps to address these.</p> <p>T.A to be provided in each class to support this.</p>

Barriers to learning these priorities address	Encouraging development of vocabulary and tier 2 and 3 words. Reducing knowledge and skills gaps in Mathematics and teaching for conceptual understanding.
Projected spending	£11,323

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide breakfast club for all PP children.
Priority 2	Provide swimming lessons and school trips to children who are eligible for PP.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	8608.38

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Helping staff and teachers to identify children who need the most urgent support. Funding for additional adults.	PPG lead to assist teachers in identifying vulnerable children. Interventions carefully targeted and tracked. Research shows small group intervention and pre-teaching is beneficial for children.
Wider strategies	Engaging with and inspiring families facing the most challenge.	Work closely with all stake holders.

Review: last year's aims and outcomes

Aim	Outcome
To increase attendance of PPG children	Attendance levels improved across the school, once adjustment for self-isolation had taken place.

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (73 pupils)

Year Group	No. of Pupils	Pre3 %	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	6	86.9%	99.5%	87.3%	98.0%	-	-	-	-	-
Year 2	16	92.8%	95.8%	95.7%	89.8%	97.0%	-	-	-	-
Year 3	12	-	-	93.3%	95.2%	96.9%	94.7%	-	-	-
Year 4	7	-	-	94.6%	95.8%	97.0%	97.6%	96.4%	-	-
Year 5	21	-	-	97.0%	96.0%	96.4%	96.4%	97.4%	94.8%	-
Year 6	11	-	-	95.1%	96.3%	94.6%	95.3%	87.2%	91.6%	93.2%

The lowest level of attendance across the PP children was 93.2% in Y6. Where attendance was low, parents were challenge. In Y6 one long term absence was excluded from this data.

As a school we recognised that this wasn't enough. For 2021-22, the school has decided to employee a dedicated attendance officer. Working with the Headteacher, she will support families to ensure that children are in school as close to 100% as possible.

Progress in Mathematics

A new approach to maths was designed and implemented to address gaps in learning. This is continuing in 2021/22. Maths and retention of number facts and vocabulary proved to be a barrier for KS2 children as shown in academy wide deep dives.

Strategies were trialled and put in place to diminish this difference. In KS1 75% of PPG children reached the expected standard. In instances where this wasn't achieved, data showed children were behind by one progress step. These children will be targeted for accelerated progress in KS2.

In KS2 disruption bought about by the pandemic meant that just over 60% of PPG children reached the expected standard in Maths. Adjustments to Maths approach last year, will be further refined moving forwards with the best elements of the strategy maintained.

Phonics

Phonics data 2020-21: 100% of PPG children retaking the phonics screening passed, compared to 64% the previous year. Internal assessments based on Read Write Inc show that children have much more secure phonics knowledge than previous cohorts. This is despite another national lockdown.

Teaching continued online in Year 2 and live lessons were consistently delivered to 62% of the cohort. This helped avoid a gap forming. Children not accessing live lessons, were completing set phonics work, which was submitted to teachers. Where any child didn't submit work, parents were contacting helping to ensure children were still practising their phonics.

	<p>Reading is the gateway to learning. Whilst the phonics assessment data is pleasing, as a school we recognise that it only assesses segmenting and blending skills, not understanding of words. Y3 children will continue to receive phonics support and teaching where it is needed.</p>
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Training is to be given to ensure continuity for 2021-22. Teachers to ensure their phase 3 and phase 5 phonics knowledge is secure so that consistent approach to spelling can be taught.