



Liden Academy Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Liden Academy
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	24% (86)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	R-6 2021-22 to 2024-25
Date this statement was published	1st September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jeff Mason
Pupil premium lead	Sam Austin
Governor / Trustee lead	David Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,740
Recovery premium funding allocation this academic year	£15,080
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	£157,820



Part A: Pupil premium strategy plan

Statement of intent

At Liden Academy we strive to ensure that all pupils, irrespective of their background, should make good progress and achieve high attainment across all subject areas. The key priority of our pupil premium strategy is to support disadvantage pupils to achieve this generic goal, including those who are high attainers. This also includes the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the centre of our approach is high quality teaching and learning that focuses on children's key areas of support and need. This is proven to have the greatest impact on closing the disadvantage attainment gap. We understand that challenging socio-economic circumstances can create additional barriers to success for children. We recognise that all children need opportunities to enrich their lives through socio/cultural capital experiences. The school must make sure that where children are unable to access these through home, the opportunities are provided for them by school.

Our strategy is part of wider plans for education recovery such as through the targeted support through the National School led tutoring programme, for pupils whose education has been most affected by the Pandemic.

Our approach uses a range of interventions which focus on catch up and keep up approaches such as pre-teaching. This is underpinned by robust, diagnostic assessment and early intervention at the point of need. All Liden staff have a collective responsibility for the outcomes for all pupils and to pursue high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Following a range of assessments, observations, and discussions with pupils, we have identified underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Following Phonic baseline assessments in September 2021 in year 1 and year 2, the data shows that disadvantaged pupils tend to have greater difficulties with accessing phonics than their peers. For instance for Year 1, 44% (4 out of 9) children and for Year 2, 66% (8 out of 12) were below the age related expectation. Consequently, this negatively impacts their development as readers.
3	Assessments indicate that Math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evidenced by Mock unpublished SAT tests taken in July 2021. In year 6 KS2 test 69% (9/13) achieved EX+ compared to 90% (35/39) to non-disadvantaged pupils in the same cohort. At GDS no pupils achieved this standard. Results for year 2 KSI test was 70% (23/33) at expected+, compared to 83% (19/23) non-disadvantage pupils. At GDS, 15% (5/33) achieved this standard, which much lower than non-disadvantage pupils with 26% (6/23).



4	<p>Long-term observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This has also had a negative impact on mental well-being, learning behaviours and academic progress of many children.</p> <p>In September 2021, a total of 18 children were receiving support for well-being and pastoral concerns. (see Complex needs mtg minutes Sept 21).</p>
6	<p>Following school closures, disparities between disadvantaged and non-disadvantaged pupil's attendance have widened, leading to a lack of consistency and educational progress. For instance for the period of Sept 20 to July 21, the attendance for disadvantage pupils was 94% and non-disadvantage pupils 96%.</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. This is a three-year plan so your SC should have dates and SC targets related to 2024-5.

Intended outcome	Success criteria															
<p>1. Improved vocabulary, language acquisition and oral communication amongst disadvantaged pupils.</p>	<ul style="list-style-type: none"> Improved vocabulary and explanations evidenced in pupil conferencing, book scrutinies and on-going formative assessments and evidenced in deep dives. Addition of Tier 2 and 3 words to teaching practice, in vocabulary sessions and on Knowledge Organisers. SC needs to relate to what you see in pupil outcomes, rather than school / teacher actions. 															
<p>2. Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> 2024-5, the gap is significantly closer between disadvantaged and non-disadvantaged pupils National average than previous years. Disadvantaged pupils that are targeted via intervention reach their personal targets in 2022. For 2022, A greater % of disadvantaged pupils reach expected and greater depth at KS1, and KS2 compared to 2021 end of year results, taking into account the disruption to learning from the Pandemic: <table border="1" data-bbox="596 1491 1410 1637"> <thead> <tr> <th></th> <th>2021 EX+</th> <th>GDS</th> <th>2022EX+ TGT</th> <th>GDS TGT</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>(5/11) 45%</td> <td>0%</td> <td>(7/11) 64%</td> <td>(2/11)14%</td> </tr> <tr> <td>KS2</td> <td>(17/22)77%</td> <td>(7/22)32%</td> <td>(15/22)</td> <td>(2/22)9%</td> </tr> </tbody> </table>		2021 EX+	GDS	2022EX+ TGT	GDS TGT	KS1	(5/11) 45%	0%	(7/11) 64%	(2/11)14%	KS2	(17/22)77%	(7/22)32%	(15/22)	(2/22)9%
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<p>3. Improved maths attainment for disadvantaged pupils.</p>	<ul style="list-style-type: none"> 2024-5, the gap is significantly closer between disadvantaged and non-disadvantaged pupils National average than previous years. Disadvantaged pupils that are targeted via intervention reach their personal targets 2022 For 2022, A greater % of disadvantaged pupils reach expected and greater depth at KS1, and KS2 compared to the 2021 end of year results, taking into account the disruption to learning from the Pandemic, as follows: <table border="1" data-bbox="596 1908 1410 2000"> <thead> <tr> <th></th> <th>2021 EX+</th> <th>GDS</th> <th>2022 EX+TGT</th> <th>GDS TGT</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>(3/11)27%</td> <td>0</td> <td>(6/11) 55%</td> <td>0</td> </tr> </tbody> </table>		2021 EX+	GDS	2022 EX+TGT	GDS TGT	KS1	(3/11)27%	0	(6/11) 55%	0					
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	KS2	(17/22)77%	(4/22) 18%	(15/22)68%	(2/22)9%
4 Wellbeing of disadvantaged pupils is supported, improved and sustained	Improved high levels of wellbeing amongst children and the families of disadvantaged children, including increased engagement with offered services as evidenced by: <ul style="list-style-type: none"> • qualitative data from meetings and observations, • a significant reduction in bullying, • increased engagement with pastoral team and SENCO, • Improved participation in Breakfast Club and extra-curricular activities, e.g. sport clubs. 				
5. Improved and sustained attendance amongst disadvantaged pupils	Increased attendance demonstrated by: <ul style="list-style-type: none"> • Attendance rate for disadvantaged pupils to be above National average of 95%. • Decrease in % of persistent absences to be below national of 13.7% (2018-2019). • For the year 2021-2022, there is an improvement in the comparative rate of attendance between disadvantaged and non-disadvantaged pupils compared to 2020-2021 data. This was 95.05% for disadvantage and non-disadvantage %. 				

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: £35,320

Challenge No	Activity	Evidence that supports this approach
1	Teachers and teacher assistants to model correct language use. Teachers to highlight key terminology for pupil premium pupils to learn in topics. Children across school have personalised dictionaries. Interventions for reading and writing to be delivered where appropriate. Addition of Tier 2 and 3 words to teaching practice, in vocabulary sessions and on Knowledge Organisers.	Early Language Development: Needs, provision, and intervention for preschool children from socio economically disadvantaged backgrounds – Oct 2017 Oral language interventions Toolkit Strand Education Endowment Foundation EEF
2	Teaching Assistants to be provided in all year groups to deliver intervention. Interventions to be based on pupil's baseline	Teaching and learning toolkit – small group tuition +4 months



	<p>data and question level analysis of tests undertaken, to ensure they are specific, measurable and have maximum impact.</p> <p>Teaching assistants to receive weekly professional development training from experienced non-teaching special education needs and disability coordinator (SENDCO).</p>	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF
3	<p>Maths professional development training to be delivered by experienced maths lead.</p> <p>Further detail – what foci?</p>	<p>EEF – Maths teaching and learning toolkit.</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>
4, and 5	<p>Dedicated non-teaching SENDCO and pastoral teaching assistant to support vulnerable learners and pupil premium children. Also to support families and children so learning can be accessed.</p>	<p>Recommendation 4 – SEND in mainstream schools.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF_Social_and_Emoional_Learning.pdf (educationendowmentfoundation.org.uk)</p>
6	<p>Dedicated attendance officer who works with families to ensure attendance is as close to 100% as it can be.</p>	<p>Internal research – children can only learn and make progress when they are in school/.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>

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

Budgeted cost: £61,570

Activity (include hrs)	Evidence that supports this approach	Challenge Number
<p><u>Intervention teacher</u></p> <p>Year 1 Reading</p> <p>1 hour</p> <p>(Intervention. teacher to release class teachers to do this)</p>	<p>Small group – allowing closer focus on target children.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Year 1 Writing Read Write Inc 2 hours</p>	<p>Small group – allowing closer focus on target children.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2



Year 2 Number Count 6 hours	Established scheme <i>It might be established but is it any good? Can you use any data from Edgehill site?</i> One to one tuition EEF (educationendowmentfoundation.org.uk)	3
Year 2 Maths Pre-teach 2.5 hours	Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Year 2 Writing AfL 2 hours	Small Group Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
Year 2 Phonics 1:1 1 hours (delivered in collaboration with our local English hub+Read, Write Inc consultant))	Established scheme – following Read, Write, Inc. approach One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2
Year 2 Phonics 1:1 4 hours (delivered in collaboration with our local English hub+Read, Write Inc consultant)	Established scheme – following Read, Write, Inc. approach One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2
Year 2 Maths Pre-teach 2.5 hours Early Morning -	Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
<u>Intervention teacher</u> Year 3 English: Writing 4.5 hours	Small group – allowing closer focus on target children Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
<u>Intervention teacher</u> Year 3 Maths 3 hours	Small group – allowing closer focus on target children Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
<u>Intervention teacher</u> Year 3 Reading 1.5 hours	Small group – allowing closer focus on target children Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
<u>Intervention teacher</u> Year 3 Reading 1 hour	Small group – allowing closer focus on target children: Comprehension based on unfamiliar texts – inference and retrieval skills Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Year 3 Maths groups 1.5 hours	Established good practice – Quality First Teaching	3



	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Year 3/4 Number Count 2 hours	Established scheme Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Y5 Early Morning Spelling 2,5 hours Pre-teaching	Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
Y5 Reading Comp 2.5 hours	Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
<u>Y5 Intervention teacher 1 hour</u> Writing	1 to 1 Focus on editing /cohesion/coherence Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
Y6 Reading Group Work 1 hour	Comprehension support – established improvement in Standardised scores Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
Y6 Maths Pre-teach 2.5 hours Early morning	Established good practice – Quality First Teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

Wider strategies

Budgeted cost: £8608.38

Activity	Evidence	Challenge No's
Provide breakfast club for all PP children.	School evidence-based intervention to address barriers to attendance DfE's Improving School Attendance	4
Provide swimming lessons and school trips to children who are eligible for PP.	School evidence-based intervention to address barriers to attendance DfE's Improving School Attendance	4
Improving attendance and readiness to learn for the most disadvantaged pupils	School evidence-based intervention to address barriers to attendance DfE's Improving School Attendance	5



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 2020 to 2021 academic year.

Aim	Outcome
To increase attendance of pupil premium children	Attendance levels improved across the school, once adjustment for self-isolation had taken place.
	<p>The average attendance of pupil premium children for the academic year 2020-2021 was %.</p> <p>The lowest level of attendance across the pupil premium children was 93.2% in Y6. The school robustly tracks attendance. In cases where individual pupils attendance was low, the school followed a graduated response which included letters, and contact with the education welfare officer.</p> <p>As a school, we recognised that this wasn't enough. For 2021-22, the school has decided to employ 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.</p>
Progress in Mathematics	<p>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.</p> <p>Strategies were trialled and put in place to diminish this difference. In Key stage one (KS1) 75% of pupil premium 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 Key Stage 2 (KS2).</p> <p>Is the target progress? This is about attainment.</p> <p>In KS2 disruption brought about by the pandemic meant that just over 60% of pupil premium 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.</p> <p>Is the target progress? This is about attainment.</p>
Phonics	<p>Phonics data 2020-21: 100% of pupil premium children retaking the phonics screening passed, compared to 64% the previous year. Internal assessments based on Read, Write, Ink show that children have much more secure phonics knowledge than previous cohorts. This is despite another national lockdown.</p> <p>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> <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>



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.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
	No service pupils



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular sporting activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, team work, resilience, and socialising. Also physical fitness and health. Disadvantaged pupils will be encouraged and supported to participate.