



Pupil and Recovery Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	432
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December
Date on which it will be reviewed	July 2023
Statement authorised by	Jeff Mason - Principal
Pupil premium lead	Alex Parker
Governor / Trustee lead	David Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,417.37
Recovery premium funding allocation this academic year	£20,080
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	£152,497.37



Part A: Pupil Premium Strategy Plan

Statement of intent

At Liden Academy, our intention is that all disadvantaged pupils make good progress from their starting points. The focus of our strategy is to provide effective support by understanding the contextual background of our pupils and to remove possible the challenges they are facing. This includes vulnerable pupils who have a social worker and are young carers, regardless of whether they are disadvantaged or not.

Our strategy will be achieved through high quality teaching and personalised support. This is further underpinned by robust assessment and early intervention, appropriate challenge in their work, and raising expectations of what pupils can achieve.

This approach is also part of our wider school plan for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Letter	Detail of challenge
A	Emotional wellbeing/perseverance of pupils eligible for PP found to be lower than other pupils. This was shown in 2020/21 when a well-being survey was conducted by PPG lead.
B	A higher percentage of PPG pupils require SEN support compared to non-PPG pupils (as seen on our SEN register - 23% of pupils eligible for PPG have additional needs.)
C	We need to address the key language skills and life experiences for these pupils. This will improve their contextual understanding, allowing them to better access the curriculum. This will help them to make at least expected progress from different starting points and increase the chance for them to meet age related expectations.
D	In Reading, Writing and Mathematics, we need to address the key skills for these pupils so that they make at least expected progress from different starting points and can, where possible, meet age related expectations.



E	Improve attendance rates for pupils eligible for PPG.
F	Improve the lack of parental support for pupils eligible for PPG.

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.

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	<p>Improve emotional wellbeing for pupils eligible for PPG.</p> <ul style="list-style-type: none"> • Pupil questionnaires at start and end of year. • Work with non-teaching Pastoral lead and SENCO will show improvement 	Pupils eligible for PPG to make at least expected progress by the end of the academic year.
B	<p>Improve progress from the starting points for SEN children with PPG.</p> <ul style="list-style-type: none"> • Non-teaching SENCO to put support in place (e.g. EHCP/EHR or TAC plans) for SEN PPG pupils where needed. • Non-teaching SENCO able to support children in classes/teachers with strategies for these children. • Non-teaching SENCO able to use data analysis to track the SEN children and bottom 20%. 	SEN PPG pupils make at least expected progress from their starting points, helping to close the gaps with their peers.
C	<p>PPG children's access to early language and wider life experiences are improved.</p> <ul style="list-style-type: none"> • More PPG children accessing extra-curricular activities • More PPG children accessing school trips 	Comparison of data for clubs and trips will show an improvement in numbers for PPG pupils.
D	<p>Diminish the difference between PPG pupils and non-PPG pupils in Reading, Writing and Mathematics.</p> <ul style="list-style-type: none"> • Observations • Book scrutiny 	The gap between PPG pupils and non-PPG pupils in Reading, Writing and Mathematics narrows, with the aim that progress and attainment are in line between the two.



	<ul style="list-style-type: none"> • Moderation • Assessment data 	
E	<p>Increased attendance rates for pupils eligible for PPG.</p> <ul style="list-style-type: none"> • Attendance review meetings • Attendance data 	<p>Eliminate the number of persistent absentees amongst PPG pupils, and reduce the percentage of PPG pupils who have irregular attendance.</p> <p>Overall PPG attendance improves, to be in line with non-PPG pupils. Parents of PPG pupils understand the impact of low attendance.</p>
F	<p>Increased parental support for pupils eligible for PPG.</p> <ul style="list-style-type: none"> • Feedback from professionals • Report from Parent Support Advisor • Feedback from Annual Parental Questionnaire • Assessment Data – both internal & external 	<p>Increased parental support from specialist and teaching staff so that PPG pupils have made at least expected progress</p> <p>Specialist: SENCO and Pastoral i.e. Early help records/educational support plans).</p> <p>Parents feel confident in supporting their child</p> <p>Staff to support parents through Curriculum Meetings/Parent Workshops:</p> <ul style="list-style-type: none"> • Early Learning Home Pack – FS2 • Phonics Home Pack – Y1 • Maths Home Pack – Y2 • Phonic Workshop – Y1 & Y2 • Maths & Literacy Workshops – Y2 <p>Parents to be challenged on their support of their child and that it is partnership between home & school</p> <p>3 x Parents Evenings so that concerns are discussed</p> <p>Pastoral lead to work with relevant families</p>



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: **£94,654.97**

Activity	Evidence that supports this approach	Challenge Letters addressed
<p>SENDCO will be non-teaching to enable her to support PPG pupils with SEND and emotional/well-being needs.</p> <p>Non-teaching pastoral lead to provide well-being support to pupils across the school and families.</p>	<p>Children learn and progress best when they are placed into small groups and one to one situations.</p> <p>Research shows emotional well-being impacts on behaviour for learning</p>	<p>A B D</p>
<p>Teaching Assistant English and Maths Interventions.</p>	<p>A gap in vocabulary will lead to lack of ability to play with /manipulate language in order to create an effect when writing e.g. creating suspense, finding words with for alliteration or finding ways to improve writing.</p> <p>Pre teach 2m Maths interventions is effective in reducing previous conceptual gaps</p>	<p>B C D</p>

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

Budgeted cost: **£20,080 (Recovery Premium)**

Activity	Evidence that supports this approach	Challenge letters(s) addressed
<p>Recovery teacher</p>	<p>Research shows that children learn and progress best when they are placed into small group.</p>	<p>B C D</p>



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

Budgeted cost: **£37,762.40**

Activity	Evidence that supports this approach	Challenge Letters addressed
Breakfast Club	A healthy start to the day will help children become more focussed in class and increase attendance and also help improve attendance by removing barrier of breakfasts.	A C E F
Free uniform and vouchers for shoes can also be provided for children	Remove barrier of not sending children to school due not having school uniform.	E F
Subsidies for school events which enhance their education and cultural capital	Pupils' lack of life experiences (e.g. visiting a seaside or a farm) can limit language and understanding across the curriculum due to their lack of context.	C
Subsidies for School Meals (including on trips etc.)	Ensure all children are given access to healthy lunch to ensure they are ready to learn. Remove the barrier of children missing school due to lack of food.	A E F

Total budgeted cost: £152,497.37



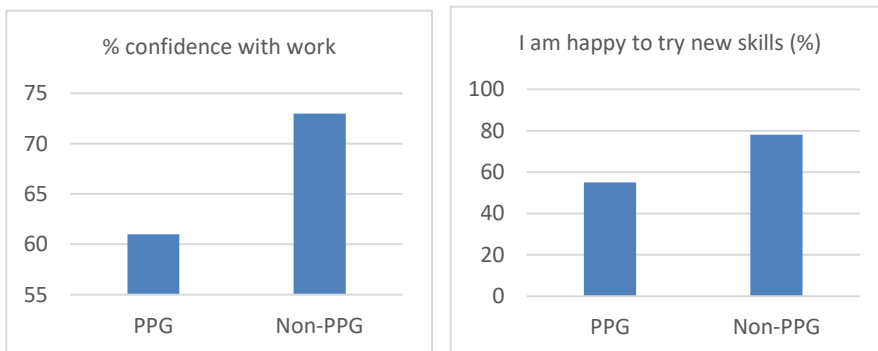
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

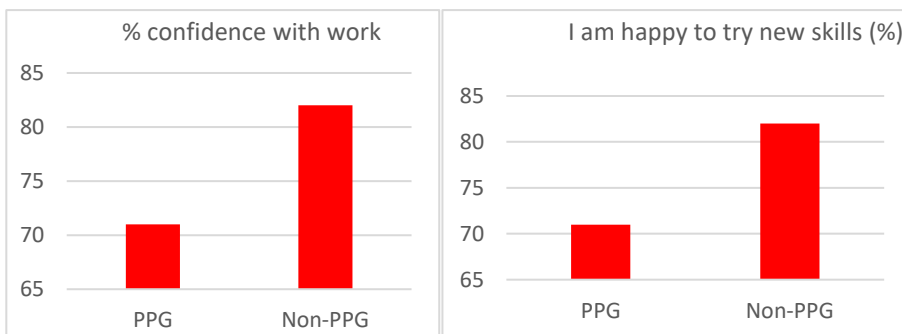
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

At the start of the Academic Year 2021/22, a wellbeing survey of all pupils found that there was a distinct difference between the PPG and non-PPG, when considering perseverance and attitudes to learning. As a result, support was put in with a non-teaching pastoral lead and SENCO. This test was then repeated at the end of the year, showing a good impact. As a result, this will continue through the next academic year.

Start of year:



End of year:



After looking at the correlation between PPG and SEN pupils, we found that 23% of our PPG population were also SEN. In order to ensure that the additional barriers that these children faced were overcome, we used our non-teaching SENCO to help support these children and their teachers, coming up with individualised strategies and interventions. This had a result on end-of-year data, with PPG SEN pupils making equal or greater progress from their starting points than non-SEN PPG children, and those with neither PPG or SEN. There was still a noticeable gap in attainments, however, so this focus needed to remain, to ensure the gap closed and high expectations were promoted.



Our data also showed that 17% of our PPG pupils are identified as EAL. Alongside non-EAL, this demonstrated the importance of language and cultural capital, to help contextualise learning and make it more child-friendly. As a result, we used several strategies, which are ongoing. We have ensured that Teaching assistants are provided in all year groups to support key children, model learning vocabulary and behaviours and enable interventions to take place. Through robust data and question level analysis, teachers identify gaps in learning and target specific interventions for groups of children. All staff are expected to use correct standard English when engaging in work around the school to act as models for children for whom this is not the norm.

We ensure the development of a language-rich curriculum across all subjects. We use knowledge organisers which highlight key vocabulary and contextual information to support children when learning the key vocabulary for their topic. This key vocabulary is also displayed in classrooms to help embed it. Alongside this key vocabulary, we use sentence stems and the 'I do, We do, You do' approach to lessons – ensuring that children have the chance to practise their use of specific vocabulary in all subject areas.

In order to support children with their extra-curricular access, we also use funding to help support trips and visitors. This both enriches the curriculum, as well as ensuring children are given the opportunity to access contextual learning.

All of these approaches have helped to improve children's ability to understand the context of their learning. When subject leaders perform pupil voicing as part of their management, this area is a key focus. Across Geography, History and Science, there has been an increase in PPG pupil attendance at trips, as well as an improvement in these children's discursive skills. Although there has been an improvement, with added societal pressures from cost of living etc., this will remain a key focus area.

In order to diminish the difference between PPG and non-PPG pupil's progress and attainment, we have used a variety of strategies. In addition to TA support (as mentioned) we have also ensured that teacher training and subject leader observations etc. are used to check on and support the development of PPG pupils. This has been producing good results so far, with PPG and non-PPG performing in-line with each other (from their respective starting points). For example, in the Year 6 SATs tests in 2021, results were as follows:

	Reading EXP+	Maths EXP+
Non-PPG	72%	75%
PPG	77%	73%

This trend is similar in most year groups, but the attainment gaps are still wider, meaning that these strategies need to continue in order to secure this consistent progress and improve attainment of PPG pupils.



Another school-wide focus is attendance, and the strategies we have in place to support PPG pupils have shown to be having an impact. As of November 2022, school attendance sits at 92.7%, with a PPG average of 93.6%. Within this, however, SEN PPG pupils have attendance of 91.8%, and are still a key area to develop. These children are discussed at regular attendance meetings, and support from the Pastoral lead and SENCO is vital towards supporting attendance – for example arranging Breakfast Club spaces, or organising transport to and from school. In order to continue to improve this data over the academic year 2022-23, these strategies will continue.

One area that we identified as needing strengthening after COVID was the home-school link, as there had been a lessening in contact as a result of the pandemic. At the start of the 2021/22 academic year, a sample of parents were asked a series of questions regarding their relationship with school. Of those surveyed, 61% thought that the contact level was adequate post-Covid, and 17% wanted greater contact.

In order to ensure that the relationships with key parents and families was strengthened, the pastoral lead and SENCO were responsible for maintaining contact. This led to an increase in families with TAC plans, EHRs or EHCPs. At a more basic level, face-to-face parent’s evenings offered a chance for the SENCO and pastoral lead to join teachers to meet key families. At the end of the year, the parental survey of these key families showed that 73% thought contact was good, and only 9% wanted more.

These discussions also opened other avenues of discussion, regarding home support or further actions that could be taken to support vulnerable families. As a result, these strategies will be ongoing.

Externally provided programmes

Programme	Provider
