



Pupil and Recovery Premium Strategy Statement 2023-2024

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 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	360
Proportion (%) of pupil premium eligible pupils	25.8%
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 2023
Date on which it will be reviewed	July 24
Statement authorised by	Jeff Mason Principal
Pupil premium lead	Alex Parker
Governor / Trustee lead	David Parker

Funding overview for 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£135,315
Recovery premium funding allocation this academic year	£12500
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	£147815



Part A: Pupil Premium 3-year Strategy plan

Statement of intent

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

Our strategy is to be achieved through high quality teaching and personalised support. This is 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 plans 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 (Updated September 2023*)
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 the number of pupils accessing our SENDCO throughout the last year confirms. 24%of pupils eligible for PPG have additional needs.
C*	New: Improve the reading fluency and comprehension of the bottom 20% of pupils.
D	In Mathematics we need to address the key skills for these pupils so that pupils make at least expected progress from different starting points and can 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	Improve emotional wellbeing for pupils eligible for PPG	Pupils eligible for PPG to make at least expected progress by the end of the academic year.
B	Diminish the difference between PPG pupils and 'other' pupils in Maths and Writing.	The gap between PPG pupils and non-pupil premium narrows, writing and maths with the aim that progress and attainment are in line with non PPG pupils.
C*	Diminish the difference between the bottom 20% of PPG pupils and 'other' pupils in Reading fluency and comprehension.	Accelerate the Reading fluency and comprehension of the bottom 20% of PPG pupils with the aim that they are in line with non-PPG pupils.
D	Increased attendance rates for pupils eligible for PPG	Eliminate the number of persistent absentees among pupils eligible for PPG and reduce the percentage of pupils who have irregular attendance. Overall PPG attendance improves in line with 'other' pupils. Parents of PPG pupils understand the impact of low attendance.
E	<p>Increased parental support for pupils eligible for PPG.</p> <p>Feedback from professionals Report from Parent Support Advisor Feedback from Annual Parental Questionnaire Assessment Data – both internal & external</p>	<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 ie 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 3 x Parents Evenings so that concerns are discussed Pastoral lead to work with relevant families</p>



Provision for this academic year 2023-2024

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: Approx £ 80000

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. This will also include supporting parents.</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>EEF suggest SEMH has +4 month impact, also allows overseeing of the following activity.</p>	<p>A</p> <p>B</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>EEF suggest +4 months progress based on TA interventions</p>	<p>B C</p>



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

Budgeted cost: £12500

Activity	Evidence that supports this approach	Challenge letters(s) addressed
1 to 1 Accelerated Reader teaching assistant	<p>Research shows that children learn and progress best when they are placed into small group.</p> <p>Reading comprehension strategies +6 Small group tuition +4</p>	A B C

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

Budgeted cost: Approx **£19500**

Activity	Evidence that supports this approach	Challenge Letters addressed
Breakfast Club	<p>A healthy start to the day will help children become more focussed in class and increase attendance.</p> <p>EEF extending school time +3 months, but the focus here is on SEMH and ensuring breakfasts etc.</p>	A D
Free uniform and vouchers for shoes can also be provided for children	<p>Remove barrier of not sending children to school due not having school uniform.</p> <p>Limited evidence for academic progress, but SEMH to allow children to feel part of school.</p>	D



<p>Subsidies for school events which enhance their education and cultural capital</p>	<p>Pupils' lack of life experiences (e.g. visiting a seaside or a farm) can limit language and understanding across the curriculum.</p> <p>Arts participation +3 but also address cultural capital and SEMH.</p>	
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Total budgeted cost: Approx £112, 000



Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The focus on attendance and punctuality has had a positive effect on PPG children. Currently,, PPG attendance has been stabilised and repeat children are being targeted 93% (92.7%). This number is in line with non-PPG children (94%) when numerical weighting is taken into account. The improvements in attendance have been consistent over the year, leading to a 2% rise. This will be monitored in the Academic Year 2023-24 to ensure the attendance of PPG children remains steady and improves where possible.

School data from both external and internal testing has shown that there are still gaps within attainment, although progress between PPG and non-PPG children is in line. In order to improve the overall attainment of PPG children, the main focus of adult-led interventions is to deliver high-quality, targeted work to the bottom-achieving 20% and PPG children in particular. As an example, 60% Y5 PPG have an internal intervention group based on their attainment grades being lower than their peers – this value is the same in same in Y2 and Y6. Y3 and 4 are 30%, showing that the gap in attainment in the Lower Key Stage 2 classes is lessened.

As a further tool to improve attainment and engagement with lessons, we also introduced after-school interventions that were targeted to invite PPG children. These were designed to offer opportunities to PPG children, or lower-achievers, that may be missed: for example, extra reading with an adult, use of ICT to support Maths skills, or small group writing activities. The take-up for these was positive and will be continued into the next academic year.

Externally provided programmes

Programme	Provider
