



# **Pupil Premium strategy 2023-26**

Lipson Vale Primary School

## 1. School Overview

<b>School</b>	Lipson Vale Primary School	<b>Duration of Plan</b>	2023-26	<b>Strategy published</b>	November 2023
<b>No. on Roll</b>	408 (Oct 2023)	<b>PP Grant 2023-24</b>	£180,420	<b>Strategy reviewed</b>	September 2024
<b>No. Disadvantaged* (%)</b>	28%	<b>PP Grant 2024-25~</b>	£171,690	<b>Headteacher</b>	Peter Lewis-Cole
<b>No. Dis. with SEND* (%)</b>	0.8%	<b>PP Grant 2025-26~</b>	£144,045	<b>PP Lead</b>	Peter Lewis-Cole Abbie Naylor
<b>No. of PP+* (%)</b>	0.1%	<b>Total PP Grant*</b>	£496,155	<b>PP Governor</b>	Faye Nimmo

~estimated based on current figures

<b>Additional Information</b>	Abbie Naylor will be joining the school in January 2024 as SEND and Inclusion Lead.
-------------------------------	---

## 2. School Priorities 2023/26

### Summary

Priority	Success Criteria by the end of this plan	Total Cost			
		Year 1	Year 2	Year 3	Total
<p><b>1. High quality teaching</b> Learning over time is highly effective and ensures that disadvantaged pupils make secure progress from their relative starting points.</p>	<ul style="list-style-type: none"> <li>As a result of having a secure understanding of adaptive practice, all staff ensure that learners have the necessary support to fully access classroom learning.</li> <li>Oracy is at the heart of teaching and learning and pupils have the necessary skills to effectively communicate their thoughts.</li> <li>Teachers and leaders accurately and acutely monitor the progress of disadvantaged pupils and ensure that the correct provision is given to promote secure progress.</li> <li>Knowledge is retained over time through the skilled application of retrieval practice by all staff.</li> <li>High quality coaching and mentoring enables staff to implement the necessary research informed changes that enhance learning.</li> </ul>	<b>£65,427.05</b>	<b>£59,651.05</b>	<b>£59,651.05</b>	<b>£184,729.15</b>
<p><b>2. Targeted academic support</b> As a result of targeted and swift intervention, the gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce.</p>	<ul style="list-style-type: none"> <li>Leaders ensure that interventions are of a high quality, time limited and precise in addressing learning gaps.</li> <li>1:1 and small group tuition enables gaps in learning to be addressed and for learners to access whole class learning.</li> <li>Through robust internal processes, doubly disadvantaged pupils have the necessary support identified and provided in a timely manner.</li> <li>A highly effective teaching assistant is in every class for the teaching of core subjects.</li> </ul>	<b>£73,238.02</b>	<b>£70,898.02</b>	<b>£70,898.02</b>	<b>£215,034.06</b>
<p><b>3. Wider strategies</b> Disadvantaged pupils attend school on time, every day and are enabled to access a wide range of extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>Pupils are supported to be regulated and understand their emotional needs which, in turn, enables them to be 'ready to learn'.</li> <li>Extra-curricular activities provide rich and varied opportunities for pupils ('something for everyone').</li> <li>Disadvantaged attendance (including lateness) improves and is in line with their non-disadvantaged peers.</li> <li>Trips, visit and residentials are accessible to all pupils and financial support is given to disadvantaged pupils where money is a barrier.</li> </ul>	<b>£49,717.29</b>	<b>£49,717.29</b>	<b>£49,717.29</b>	<b>£149,151.87</b>
	<b>Total</b>	<b>£188,382.36</b>	<b>£180,266.36</b>	<b>£180,266.36</b>	<b>£548,915.08</b>

## Priority 1 – High Quality Teaching

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
<p>Whilst it has reduced, there remains a gap between attainment for disadvantaged and non-disadvantaged learners in the 3 core subjects.</p> <p>W – 20% R - 17% M – 17%</p> <p>The gap for disadvantaged pupils with SEND is widening (most significantly in writing and maths)</p> <p>W – 47% R – 37% M – 46%</p>	<p>Communication and Language baseline assessments in Foundation evidence the need to prioritise this area.</p> <p>Many pupils require adaptations to be made to provide equity in access.</p> <p>Overtime, pupils find it hard to recall and retrieve key information important for future learning.</p> <p>Class dynamics and complexities are challenging (and the complexities of classes is increasing). Staff can find it hard to identify, address and meet these growing challenges.</p> <p>Disadvantaged pupils do not read as often and as widely. Staff, therefore, need to prioritise this.</p>	<ul style="list-style-type: none"> <li>- As a result of having a secure understanding of adaptive practice, all staff ensure that learners have the necessary support to fully access classroom learning.</li> <li>- Oracy is at the heart of teaching and learning and pupils have the necessary skills to effectively communicate their thoughts.</li> <li>- Teachers and leaders accurately and acutely monitor the progress of disadvantaged pupils and ensure that the correct provision is given to promote secure progress.</li> <li>- Knowledge is retained over time through the skilled application of retrieval practice by all staff.</li> <li>- High quality coaching and mentoring enables staff to implement the necessary research informed changes that enhance learning.</li> </ul>	<p>EEF Teaching Toolkit (specifically '5 a day' from SEND report)</p> <p>EEF Individualised Instruction</p> <p>EEF Metacognition and self-regulation</p> <p>Adaptive Practice</p>	<p>Quality of Education strategic plan</p> <p>Leadership and Management strategic plan</p>

Implementation Process including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation
<p>Subscribe to and use Infant / Junior Language link to screen and assess language acquisition and development for all pupils in Foundation and Year 3 (initially). Use the assessment information from programs of support at individual, small group and whole class level.</p> <ul style="list-style-type: none"> <li>- Introduce Summer term 2024. Screen Foundation and Year 3 pupils.</li> <li>- In addition, screen Year 1 pupils in Summer term 2024.</li> <li>- Moving forward, screen Foundation and Year 3 on entry into year group.</li> </ul> <p>Purchase TALC resources to further support the swift intervention for pupils who require additional support with language and communication.</p>	PLC	PLC (implementation) AN (ongoing monitoring) Termly	Infant Language Link <b>£375</b> (1 year) Junior Language Link <b>£375</b> (1 year) TALC 1 & 2 (one off) <b>£90</b>	
<p>Secure guaranteed and protected release time weekly for all members of SLT to engage with leadership activities relating to monitoring the quality of education and checking provision for disadvantaged pupils and those in focus.</p>	PLC	Monitoring and evaluation calendar for cycle.	Team leads ½ day release <b>£26,136</b>	
<p>Secure guaranteed and protected release time weekly for Early Reading leads to enable them to monitor the effectiveness of early reading tuition, to assess and maintain accurate assessment information and provide coaching support for all reading teachers.</p>	PLC	Termly assessment information. RWInc development days (twice yearly)	2 hours release weekly <b>£7,974.40</b>	
<p>Subject leaders (non-core) create a vocabulary progression document for their subject areas to ensure that ambitious vocabulary is increased sequentially across the school.</p>	PLC	Summer term 2024, yearly thereafter	Release ½ day yearly <b>£1,872</b>	
<p>Subject leaders identify key retrieval knowledge for each sequence of learning (to ensure that key information is recalled and remembered over time).</p>	PLC	Summer term 2024, yearly thereafter	Release ½ day yearly <b>£1,872</b>	
<p>Provide staff with bespoke training on adaptive practice, which covers all areas of teaching and learning (pre, during and post lesson / sequence).</p>	PLC, AN	Termly (SLT to monitor and	Planning time <b>£1,192</b>	

		evaluate through themed walks)		
Ensure availability of advice and support from the schools SEND and Inclusion Lead by maintaining their out of class role with no teaching commitment. SEND and Inclusion Lead will be able to work alongside staff to ensure that pupils needs are being met.	PLC	Termly monitoring meeting between PLC and AN.	Salary offset <b>£15,517.25</b>	
Ensure access to specialist support for pupils through procuring multi-disciplinary team hours through a psychology service.	PLC, AN	Yearly. Planning meetings termly.	5 days at MDT time <b>£2,800</b>	
Ensure the maths lead has protected release time weekly to monitor the effectiveness of teaching and learning in maths and provide strategic direction for their subject.	PLC, VK	Termly coaching	<b>£7,223.40</b>	
			<b>Total</b>	<b>£65,427.05</b>

## Priority 2 – Targeted Support

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
<p>The gap in attainment between disadvantaged and their non-disadvantaged peers has begun to widen again (most notably in writing and maths).</p> <p>Typical progress for disadvantaged pupils is below that of their peers (most notably in maths and writing).</p>	<p>Doubly disadvantaged pupils are not making progress in line with their disadvantaged peers.</p> <p>Competing demands on time result in the effectiveness of interventions weakening.</p> <p>Those pupils working below their chronological curriculum do not have clear pathways of how to ensure</p>	<ul style="list-style-type: none"> <li>- Leaders ensure that interventions are of a high quality, time limited and precise in addressing learning gaps.</li> <li>- 1:1 and small group tuition enables gaps in learning to be addressed and for learners to access whole class learning.</li> <li>- Through robust internal processes, doubly disadvantaged pupils</li> </ul>	<p>EEF Making a difference with effective tutoring.</p> <p>EEF '5 a day' resources</p> <p>EEF Making the best use of teaching assistants guidance.</p>	Leadership and Management strategic plan

<p>Leaders monitor the impact of interventions but clarity needs to be developed around curriculum adjustment and short term focused intervention.</p> <p>Intervention time is not always protected because of the competing challenges faced by school staff.</p>	<p>they return to age appropriate curriculum.</p> <p>School culture does not consistently reflect 'Every teacher is a teacher of SEND'.</p>	<p>have the necessary support identified and provided in a timely manner.</p> <ul style="list-style-type: none"> <li>- A highly effective teaching assistant is in every class for the teaching of core subjects.</li> </ul>		
--	---	--	--	--

<b>Implementation Process</b> including specific actions and timescales	<b>Lead post holder</b>	<b>Monitoring</b> who, when, how?	<b>Resources / Costs</b>	<b>Evaluation</b>
<p>Ensure availability of skilled support staff to provide interventions at the point of need and through an identified timetable of need.</p> <p>Provide support staff with ongoing training based on the school priorities and strategic plans to ensure they remain skills and up-to-date in their knowledge.</p>	PLC, AN	<p>Team leads</p> <p>Termly</p>	<p>Offset of TA costs</p> <p><b>£47,451.60</b></p>	
<p>Provide sufficient time and resources to enable support staff to plan for the effective delivery of interventions to pupils who have gaps in their knowledge. Interventions enable them to maintain engagement with whole class learning.</p>	PLC, AN	<p>Team leads</p> <p>Termly</p>	<p>30 minutes daily</p> <p><b>£7,707.35</b></p>	
<p>Leaders will regularly check the quality of interventions (identified through pupil progress meetings) and will provide ongoing support to staff.</p>	PLC	<p>Team leads</p> <p>Termly</p>	<p>Supply for pupil progress meetings</p> <p><b>£2,340</b></p>	
<p>Provide tuition (school led tutoring) for pupils who are 'off track' from making expected progress during the academic year.</p>	PLC	<p>Every 10 week cycle</p>	<p>300 hours @ £30 a hour = <b>£9,000</b></p>	
<p>SEND review meetings held between SEND and Inclusion Lead and teachers to monitor the progress of SEND pupils</p>	AN	<p>Termly</p>	<p>Supply ½ per class per term</p>	

(and those who are doubly disadvantaged) and identify actions to increase progress.			<b>£3,276</b>	
Review internal processes for supporting SEND pupils. Introduce, as a result of this review, streamlined systems that enable SEND support to be identified and introduced in a timely manner. Introduce systems for monitoring the progress of SEND pupils which precisely identifies steps in progress (that may not be tracked through other internal measures).	AN	Termly	10 days equivalent to complete work <b>£3,463.07</b>	
			<b>Total</b>	<b>£73,238.02</b>

### Priority 3 – Wider Strategies

<b>Issue</b> with evidence of need (qualitative and quantitative)	<b>Barriers to Success</b> including internal and external factors	<b>Success Criteria</b> by the end of this plan	<b>Rationale</b> evidence base for this approach	<b>Links to other plans</b> including strategic planning
<p>Attendance for disadvantaged pupils is below that of their non disadvantaged peers.</p> <p>A significant number of disadvantaged pupils also struggle to remain regulated.</p> <p>The current offering of extra curriculum clubs is largely sport related.</p> <p>Disadvantaged families are less likely to offer voluntary contributions towards trips and finances can prove a significant barrier to accessing residential.</p>	<p>Disadvantaged pupils, particularly those who are doubly disadvantaged, do not present as being 'ready to learn'. This is often due to a poor view of self-worth.</p> <p>Historic legacy of under valuing education which results in poorer attendance and / or late arrivals to school.</p> <p>Some pupils do not attend extracurricular activities because there is not an offering that reflects their interests.</p>	<ul style="list-style-type: none"> <li>- Pupils are supported to be regulated and understand their emotional needs which, in turn, enables them to be 'ready to learn'.</li> <li>- Extra-curricular activities provide rich and varied opportunities for pupils ('something for everyone').</li> <li>- Disadvantaged attendance (including lateness) improves and is in line with their non-disadvantaged peers.</li> <li>- Trips, visit and residential are accessible to all pupils and financial support is given to disadvantaged pupils where money is a barrier.</li> </ul>	<p>EEF-Improving Social and Emotional Learning in Primary Schools (Links to attendance)</p> <p>EEF- Parental engagement</p> <p>Improving school attendance Eric Blyth</p>	<p>Personal Development strategic plan</p>



Implementation Process including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation
Ensure protected time and maintain role of Attendance Lead (within the admin team) to ensure that attendance is monitored thoroughly and regularly. Patterns and trends are identified quickly and policy is followed to make clear improvements.	AD	2 weekly by Attendance Team	Salary offset <b>£8,532.40</b>	
Parent Support Advisor to work alongside families as an advocate for disadvantaged pupils to ensure that they have the necessary protective factors in place for them to thrive.	LF	Yearly	Salary offset <b>£6,850</b>	
Provide and maintain protected time for ELSA trained support staff to engage regularly with pupils who require their input.	PLC, AN	Termly	2 TAs, 5 PM sessions a week <b>£11,298</b>	
Increase availability of extracurricular clubs by support staff providing experiences that capture a wider range of interests (e.g. craft, computers, LEGO®).	PLC, AD	Termly	100 hours per year. <b>£1,541.47</b>	
Provide universal access to trips and experiences tightly linked to curriculum enrichment by fully funding these for all year groups.	PLC, AD	Termly	£1500 per year group per year. <b>£10,500</b>	
Provide access to music tuition by a specialist teacher to promote self-discipline, motivation and pride.	PLC, CF	Termly	<b>£5,995.42</b>	
Safeguard continuing engagement with the National Breakfast Scheme to enable pupils to have access to a breakfast at the point of need.	PLC	Termly	<b>£5000</b> a year.	
			<b>Total</b> <b>£49,717.29</b>	