

LIS Pupil Premium Strategy 2023-2026

1. Summary information					
Focus Year	2024/25	Total PP budget	£45190	Date of most recent PP Review	10/24
Total number of pupils	360	Proportion of pupils eligible for PP	7.7%	Next internal review of this 3 year strategy	10/25

2. Current In-Year Attainment		
	% PP Pupils at/above ARE within each year group (Summer 2024)	% non-PP Pupils at/above ARE within each year group (Summer 2024)
Y1 at ARE or above in Reading	60	65
Y1 at ARE or above in Writing	20	55
Y1 at ARE or above in Mathematics	40	69
Y2 at ARE or above in Reading	58	80
Y2 at ARE or above in Writing	50	74
Y2 at ARE or above in Mathematics	50	72

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Below average skills within English (with particular focus around writing and phonics).	
B.	Below average skills within Mathematics, with particular focus upon calculation	
C.	Low self-confidence within learning engagement.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Reduced ability to maintain good attendance and punctuality.	
E.	Reduced opportunity to access extra-curricular and out-of-school activities.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve English skills (with particular focus upon writing and phonics)	Pupils on track to reach ARE

B.	Improve Mathematics skills	Pupils on track to reach ARE
C.	Improve self-confidence and range of engagement within learning	100% access enrichment activities
D.	Maintain good attendance and punctuality	At least 95% attendance & no PA
E.	Increase pupils' opportunity to access extra-curricular and out-of-school activities	100% access at least 1 activity

5. Planned expenditure

Focus year	2022-2025
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improve English skills (with particular focus upon writing and phonics)	Review planning and provision of English in-school and home learning (with particular focus upon writing) in order to better match pupil need and increase consistency of	Monitoring and evaluative processes show greater match within reading, oracy/communication and particular writing offer to PP need.	<ul style="list-style-type: none"> • Audit & improvement within English provision led by SLs. • Networking /Working with other schools • Learning Walks • Lesson Observations • Work scrutiny 	SLT	Autumn 1 2024; then termly throughout year

B Improved mathematical offer for PP pupils	CPD for all staff linked to Mathematics Mastery Maths Ensure capacity for coherent planning and delivery of home learning offer in context of Covid19 closure	This CPD will benefit PP pupils through improving provision and offer within mathematics, supporting pupils in building upon existing understanding to enhance progress.	<ul style="list-style-type: none"> • Internal CPD delivered by SLE which will include external moderation opportunities. • Networking /Working with other schools • Learning Walks • Lesson Observations • Internal work scrutiny • Professional dialogue 	SLT	Autumn 1 2024; then termly throughout year
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B & C	Targetted staffing support and intervention	Targetted staffing support and intervention capacity to better meet the needs of PP pupils.	Utilise Tracker+ in order to ensure good quality personalisation of provision is reflected with assessed pupil progress.	SLT Teachers	Termly Tracker+ update and analysis
A, B & C	Targetted Pre-Learning	Provision of targeted pre-learning activities in order to support PP experience and engagement within learning.	Monitor planning and provision through observation, scrutiny and pupil voice.	SLT Teachers	On a half-termly basis linked to the moderation and evaluation indicated.

C	Well-Being provision: oracy & communication and emotional need.	Provision of identified and regular Well-Being provision in order to enhance oracy and communication and emotional need as appropriate	Monitor planning and provision through observation, scrutiny and pupil voice.	SLT Teachers	On a half-termly basis linked to the moderation and evaluation indicated.
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Increased focus capacity to allow regular monitoring of PP attendance.	Increase monitoring and communication as appropriate in order to maximise attendance and punctuality in order to improve engagement and progress within school.	Clear policies and procedures in place. Attendance regularly monitored, with action taken as required.	Attend. Officer HT	Regular monitoring and evaluation with action identified and undertaken as appropriate to maximise attendance.
E	Sign-post and support attendance at Extra-Curricular Activity	Increase PP engagement with wider opportunities linked to interest and confidence in order to improve confidence and enjoyment.	Monitor attendance at extra-curricular activities in order to identify engagement and plan further support.	SLT	Engagement will be monitored and supported on a half-termly basis.

Please see the linked Pupil Premium Expenditure Statement (school website) for further details regarding costings of the above.