

# Pupil premium strategy statement - The Littletons Academy



This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Jones
Pupil premium lead	Paul Jones
Governor / Trustee lead	Katie Troth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26007.46
Recovery premium funding allocation this academic year	£n/a
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
<b>Total budget for this academic year</b>	£26007.46

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Attendance 29% of our Pupil Premium children were classed as persistently absent (below 90% attendance).
2	Specialist Provision A number of our Pupil Premium children have barriers to learning that can interfere with their ability to access the curriculum.
3	Targetted support The average academic outcomes for our Pupil Premium children are below the school average.
4	Inclusion Some of our Pupil Premium children have barriers to accessing all of our curricular and extra-curricular activities, such as trips, clubs and events..

### 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.

Intended outcome	Success criteria
Improved reading (including Phonics Screen check) attainment and progress for Pupil Premium children at the end of the year.	<ul style="list-style-type: none"><li>• Assessment to show increase in attainment and progress.</li><li>• Children to demonstrate expected or accelerated progress in reading</li></ul>
To ensure full inclusion for Pupil Premium children.	<ul style="list-style-type: none"><li>• Children attend school trips.</li><li>• Children attend residential trips.</li><li>• Children attend after-school clubs.</li></ul>
Wider needs of Pupil Premium children are met (e.g. Social and Emotional, Movement) to assist with improving mental health and curriculum engagement.	<ul style="list-style-type: none"><li>• Children more able to manage emotions, improvement in self-esteem and willingness to talk</li><li>• Evidence gathered by pastoral worker</li></ul>

	<ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Engagement in lessons</li> </ul>
To reduce the number of Pupil Premium children who are persistently absent from school and decrease instances of lateness.	<ul style="list-style-type: none"> <li>• Attendance logs show a reduction in persistent absentee numbers.</li> <li>• Lateness is reduced.</li> </ul>

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language training for all staff (3 sessions) to develop positive behaviour techniques and engagement strategies.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 4

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

Budgeted cost: £12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching sessions targeted at Pupil Premium pupils who require further phonics support across KS1 (Phonics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	3

interventions) and KS2 (Bridging the Reading Gap interventions)		
Children to receive one to one intervention with a teacher/TA – maths and English.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3
Sensory Circuits – physical activity designed to improve concentration and engagement.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support for those identified children across school. A pastoral worker who is a trained Elsa practitioner and another who is a trained Lego therapist to work with groups and individuals. We aim to encourage greater emotional stability and positive mental health and wellbeing.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 and 2
Provide subsidised or free Breakfast Club spaces for	<a href="https://www.bfwh.nhs.uk/wp-content/uploads/2016/04/BDA-Breakfast.pdf">https://www.bfwh.nhs.uk/wp-content/uploads/2016/04/BDA-Breakfast.pdf</a>	1

<p>targeted Pupil Premium children to encourage attendance and punctuality.</p>	<p><a href="https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file">https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file</a></p>	
<p>Fund to support families with the cost of trips, residential and clubs. Contingency fund for acute issues.</p>	<p>Experiences outside the classroom greatly benefit children and our School Vision focusses on all children identify and developing their talents and skills.</p>	<p>1 and 4</p>

**Total budgeted cost: £26500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our relatively small number of Pupil Premium children in Reception (1 child) and Year 2 (2 children) for the academic year 2022/23 mean that these statutory reporting points do not have enough children to make the data statistically significant.

In the Phonics check, 40% of Pupil Premium children achieved the pass mark, compared to 20% of the same cohort achieving Word Reading for the previous year's Early Learning Goal.

### Externally provided programmes

Programme	Provider
n/a	n/a