

## Pupil Premium Strategy Statement & Recovery Premium Funding Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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. This strategy runs from 2024-2027.

Overview	
Detail	Data
School name	Lady Royd Primary School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	44.9%
Pupil premium allocation this academic year	£160,000
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Chris Tolson (Headteacher)
Pupil premium lead	Naheed Akhtar (Year 6 teacher)
Governor / Trustee lead	Jane Tiller (Chair of Governors)

Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£160,000
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	£160,000

### **Part A: Pupil Premium Strategy Plan** **Intent Statement – Our Moral Compass**

The intent of the disadvantaged strategy is to 'level the playing field' for all disadvantaged pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility. The strategy and curricular offer for Lady Royd is centered on our Core values of **Integrity, Respect, Perseverance, Self-confidence, Accountability and Empathy**. Our school's moto is: **Aspire, Succeed, Lead**

By ‘levelling the playing field’ for disadvantaged pupils we ensure the same opportunities, experiences, support and aspirations as their counterparts. For some disadvantaged children, we offer an ‘enhanced curriculum’ to ensure they have access to enrichment and academic experiences. This is to widen life experiences and improve attitude towards school and self to help improve Cultural Capital. This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and is based on research from the Education Endowment Foundation (2019) The EEF Guide to the Pupil Premium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach, Putting Evidence to Work: A School’s Guide to Implementation and The EEF Guide to Pupil Premium – Autumn 2021.

Our vision is built on the principle that all our pupils are entitled to an excellent education and one that allows them to aspire to do their best, believe in themselves and achieve their dreams. Our school is situated in one of the most deprived areas of the Bradford District. This is based on the concept that deprivation consists of more than just poverty; so, while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our strategy to diminish the gap between disadvantaged pupils and their non-disadvantaged peers and ensure all pupils get the same opportunities as their peers. Our children face many barriers compared to their peers nationally. There are 6 different languages other than English spoken at Lady Royd which results in a high number of our children being identified as EAL at 32.2%.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average (21.6%) for primary schools currently standing at 44.9%

We apply our 6 values to decision making around staffing, deployment of staff, resources and the use of external agencies to ensure we put all children first but in turn then support our pupils who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge	Evidence
1	Children entering Foundation Stage well below the national average in all areas especially in reading.	Successive Reception Baseline assessments evidence a large majority of children begin school working below the expected level and many significantly below
2.	Speech and Language delay on entry to school	A significant proportion of children begin school having been referred to Speech and Language Service or are referred within their first term at school.
3.	Reading- on entry into Reception and moving into KS1 pupils reading attainment is below national average.	Data from 2024, internal data on entry into Reception End of KS1 and KS2 attainment Pupils reading fluency and understanding as assessed with FFT reading programme.

4	Attendance and Punctuality issues with the rise of PA. Some of our disadvantaged pupils are regular late attenders which impacts on their readiness to learn at the start of the day. This can also link to behaviour which impacts negatively on their education.	The gap between PP and non PP attendance has narrowed but is still needing to be addressed.  Our attainment gap between PP and non PP needs addressing.  The school's pupil population is located within the 5th quintile of deprivation – the most deprived category and has multiple and complex social issues to deal with.
5	Some of our disadvantaged pupils have complex family lives and external agency involvement (internal records) These children and their families require additional support from our Inclusion lead.	Early Help and Children's Services have worked or are working with families within school
6	Limited access to wider experiences within the community; extra curricular opportunities, visits and aspirational influences and role models.	A significant proportion of families have limited engagement with schools or are apprehensive about visiting school.  We provide greater curriculum experiences to develop cultural capital.

## 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
To improve the attainment in Reading, Writing and Phonics for disadvantaged pupils who have 'spiky profiles'	Disadvantaged children achieve national average or above progress scores in GLD/KS1/KS2 Reading, Writing and phonics % of PP children targeted for ARE to be at NA % of PP children targeted for Above ARE to be at NA % of PP children will achieve ARE combined in Year 2 and Year 6
To improve the attainment in maths of disadvantaged pupils by tackling basic understanding of maths.	Achieve above national average attainment in Mathematics in Y6 (Summer '25)
To ensure reading fluency and understanding is addressed so pupils are competent in learning to read and then can apply this in KS2 to read to learn	Use structured approach to teaching vocabulary from Nursery- Y6

	<p>Use reading fluency, reciprocal reading and precision teaching to ensure pupils are reading to learn by Key Stage 2.</p> <p>FFT assessments show that some pupils are not reading fluently enough therefore in Year 3/4 we need to have a thorough catch up programme.</p>
Pupils have experienced an extended offer our school through extra-curricular, educational visits and careers related learning	<p>All pupils will have the opportunity to be part of extra-curricular clubs.</p> <p>All pupils have had the opportunity to attend educational visits.</p> <p>All pupils have had a visit, visitor or experience related to future careers.</p>
All children to access the maximum amount possible of Quality First Teaching by attending school every day	<p>Maintain statutory year groups' attendance at above national levels throughout 24-25.</p> <p>Safeguarding and Attendance lead to regularly update parents on their attendance, send out letters to support such as 'Nudging letters'.</p> <p>Using EEF I do, we do you approach to teaching is well embedded.</p> <p>Ensure good use of dialogic talk is embedded in classroom practice so pupils develop the right level of articulation and self confidence.</p>
To support the emotional wellbeing and mental health of all pupils, particularly disadvantaged pupils.	<p>Pupils who need support will be offered this either through in-house provision or will be helped to engage with effective external agencies. Pupil voice, external agency reports will support this.</p> <p>The MNHES team will be deployed in school effectively to ensure pupils are supported.</p> <p>PE lead will deliver Nurture support to identified key pupils especially those who are disadvantaged.</p> <p>Internal Nurture work delivered by a TA will be targeted and support pupils.</p>

### **Activity in this academic year**

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and the Education Endowment Foundation (2019) 'The EEF Guide to the PupilPremium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach'

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teaching assistants and early years practitioners to enable streamed RWI phonics groups in EYFS and KS1.	EEF Report – 'Using your pupil premium funding effectively – Oct 2021' Targeted academic support: Evidence consistency shows	1,2,3

Employ early years practitioners and teaching assistants across school to enable reading interventions to be completed across school using FFT assessment

the impact that one-to-one and small group interventions can have on pupils who are falling behind

1,2,3

<p>All EYFS and KS1 staff receive RWInc. training from RWInc accredited trainers. All KS2 staff teaching phonics receive RWInc. Training from RWInc accredited trainers Headteacher and Reading Leader receive RWInc. Training from RWInc accredited trainers.</p>	<p>EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	<p>1,2,3</p>
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<p>To teach spelling from Y2 upwards in a systematic way to compliment our work on writing.</p> <p>To teach systematically to ensure writing outcomes in GLD, KS1 and KS2 improve to be in line with national expectations.</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Targeted academic support (as evidenced above) and Improving teaching</p>	<p>1,2,3</p>
<p>Deliver CPD to teachers and teaching assistants on the implementation of the school’s strategic approach to handwriting, spelling and the teaching of reading.</p>		<p>1,2,3</p>
<p>To ensure QFT is supported through targeted support with teaching assistants and early years practitioners focusing on the development of basic skills.</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p>	<p>1,2,3,6</p>
<p>Teaching assistant training and CPD will be delivered to support staff using the new guidance (2024 report) to support high quality teaching.</p>	<p>EEF 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66e31878718edd81771316c5/Use_of_teaching_assistants_in_schools_research_report.pdf">https://assets.publishing.service.gov.uk/media/66e31878718edd81771316c5/Use_of_teaching_assistants_in_schools_research_report.pdf</a></p>	<p>1,2,5,6</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employ teaching assistants and EY practitioners to enable streamed RWInc. phonics groups in EYFS, KS1 &amp; KS</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p> <p>There is evidence that 1:1 teaching supports children struggling with aspects of literacy <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2,3</p>
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<p>Employ additional teaching assistants and HLTA in KS2 to enable focused support.</p>		<p>1,2,3</p>
<p>To improve reading fluency by using teaching assistants and HLTA to deliver intervention programmes in Y3/4/5</p>		<p>1,2,3</p>
<p>Employ PE and Outdoor learning leader to support SEMH pupils using focused groups and targeted</p>	<p><b>EEF report-</b> Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,4,5</p>
<p>Use AHTs to support Y6 pupils in maths</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.</p>	<p>1,2,6</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creating and embedding wider pastoral support systems ensuring pastoral support is targeted and sustainable. PE and PE leader develops pastoral support offer.</p>	<p>EEF Report – ‘Improving Behaviour in Schools – June 2019’ Teach learning behaviours alongside managing misbehaviour; Tailored targeted approaches to meet the needs of individuals in your school <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></p>	<p>3,4,5</p>
<p>Ensuring excellent attendance and readiness for learning for the most disadvantaged children, offering support where needed. Employed 2<sup>nd</sup> Admin person leading on Attendance, First Aid and office systems</p>	<p>EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’ Offer sustained and intensive support and we have designated Attendance leader and 3 learning mentors.</p>	<p>3,4,5</p>
<p>Enabling children to develop their Cultural Capital through visits to a range of venues and providing carefully planned experiences to develop children’s language capability.  Music, visits and visitors, outdoor learning led by AHT for curriculum</p>	<p>EEF Report – ‘Improving Literacy in KS1 – September 2020’ &amp; ‘Improving Literacy in KS2 – September 2020’ Develop pupils’ speaking and listening skills and wider understanding of language (KS1) Develop pupils’ language capability to support their reading and writing (KS2) <a href="#">Introducing-the-impact-of-instrumental-learning-research.pdf (musicmark.org.uk)</a>  Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly.</p>	<p>3,4,5,6</p>

Employ staff member to lead on outdoor learning and	Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly. <a href="#">Introducing-the-impact-of-instrumental-learning-research.pdf</a> (musicmark.org.uk)	5,6
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<p>physical activity and teaching assistants run clubs.</p> <p>Employ external music and art teachers to develop curriculum enrichment and diet for all.</p>	<p><a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF)</p>	
<p>School has introduced and embedded a new behaviour curriculum linked to routines which now sees the school having a behaviour policy and behaviour curriculum</p>	<p>EEF report on behaviour</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol> <p>Tom Bennett DFE work on behaviour has been used and referenced in this work.</p>	<p>3,4,5,6</p>

**Total budgeted cost: £160,00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This is a new primary school after deamalgamation from September 2024. Below is a summary of the data for 2023/24.

<b>Intended outcome for 2023/24</b>	<b>Success Criteria</b>	<b>Review</b>
To improve the attainment in Reading, writing, maths and phonics of disadvantaged pupils	Achieve above national average outcomes in Y1 (Summer '24) Phonics Screening Check Achieve above national average outcomes in Y2 (Summer '24) Phonics Screening Check Achieve above national average progress	Phonics screening check outcomes for Y1- 69% (National 80%) PP national was 68% <b>Attainment in the phonics screening check has increased compared to 2023</b> <small>80% of pupils met the expected standard in the phonics screening check in year 1, up from 79% in 2023. 89% of pupils met the expected standard in the phonics screening check by the end of year 2. Disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has remained broadly similar. 68% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, up from 66% in 2023.</small>  Phonics screening check outcomes for Y2 – 93% (National 89%) Above national.  KS2 Reading EXS 2024-55% (National 74%)

	scores in Reading, Writing, Maths in Y6 (Summer '24)	<p>KS2 Writing EXS 2024 60% (National 72%) – below national average  KS2 maths EXS- 63% ( National was 73%)  RWMaths EXS 2024 – 47% (National 61%) Below national but improved by 11% on 2023</p> <p><small>In 2024, 31% of pupils at the end of key stage 2 were considered disadvantaged.  In reading, writing and maths (combined), 46% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils, keeping the gap at 22 percentage points.  In 2024, 3% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 10% of other pupils met the higher standard. Both figures are unchanged since 2023.</small></p> <p>Disadvantaged pupils RWMaths</p>
All children to access the maximum amount possible of Quality First Teaching by attending school every day	Maintain statutory year groups' attendance at above national levels	<p>National primary school attendance 2023 – 2024 94.1%  School attendance – 93.1% so below national average and PA was 33%.</p>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
X table Rock Stars	X table Rock stars
Purple Mash	2simple
Spelling Shed	Spelling Shed
My Maths Log in	My Maths



