

Pupil premium strategy statement – Lickhill Primary School

This statement details our school's use of pupil 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	171
Proportion (%) of pupil premium eligible pupils	20% - 2025-2026
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lorna Weatherby Principal
Pupil premium lead	Joss McLeod Assistant Principal
Governor / Trustee lead	Emily Lashford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,695
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,695

Part A: Pupil premium strategy plan

Statement of intent

Our school is part of the Central Region Schools Trust, whose overall aspiration is social justice for all. In keeping with this aim, our intention is that every pupil at Lickhill Primary School, irrespective of their background, starting points or challenges, will achieve their best possible outcomes. By outcomes, we mean the best chance of successful and fulfilling lives, which requires a combination of:

- Academic achievement
- Social skills
- Positive relationships with adults and peers
- A sense of independence and self-agency and
- Experience of and engagement with a wide range of arts and sporting opportunities.

We recognise that a number of our pupils have complex needs which can be barriers to learning. The core of our strategy is to know each of our pupils well, which enables strong relationships and a caring, responsive individualised approach to meeting their needs. In addition, all staff work to reduce the barriers of all pupils by:

- Providing a carefully-sequenced, broad and balanced curriculum delivered via high quality teaching;
- Regular review of the progress of pupils to ensure our approaches are impactful;
- Supporting the well-being of all learners via our mental health specialists and whole-school Thrive approach;
- Working in partnership with parents/carers and external agencies;
- Ensuring that pupils' voices are heard;
- Strategically developing pupil oracy.

Challenges

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

Challenge number	Detail of challenge
1	Observations have shown underdeveloped oral language skills and language gaps in some pupils, and speech and language entry levels in Reception are low.
2	A disproportionate percentage of our pupil premium pupils have additional barriers which can create complex patterns of need.
3	Parental/carer adverse experiences can create additional barriers for children.

4	Data shows that some disadvantaged pupils have greater difficulties in learning to read. This impacts on their development as readers, as writers and in spelling and grammar.
5	Assessments and observations show that pupils have variable starting points in terms of the background knowledge and may have limited life experiences.
6	Some of our pupils demonstrate low levels of independence and resilience, and the anxieties and low self-esteem that can go along with this.

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
Improve the progress in reading for PP pupils.	At least one PP child in each class will make accelerated progress. An increased percentage of disadvantaged pupils achieve ARE in the phonics screening.
Improve the progress in maths for PP pupils.	At least one PP child in each class will make accelerated progress.
Improve the progress in writing for below-ARE PP pupils.	At least one PP child in each class will make accelerated progress.
Improve oracy and language skills	Oracy opportunities will be woven through lessons, playground talk etc. Children will articulate this in pupil voice and this will be evident in Pupil Book Study and observations.
Continue to improve attendance and engagement of pupil premium pupils.	Attendance has a high profile across the school for all stakeholders. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced, including persistent absence. Attendance will improve based on historical data.
Ensure all children experience a range of enrichment activities.	Enrichment tracker will evidence the CRST Enrichment Guarantee for all pupils as well as enabling us to identify and fill gaps for individuals or in the range of activities we offer. All pupils will have access to the curriculum and extra-curricular activities. Pupil and parent voice shows that trips and experiences provided are highly valued.
Develop children's resilience.	Pupils will be able to articulate the need for resilience, what it looks like and when they might need it. Our resilience tracker systematically identifies those with low resilience and will evidence any progress they make. Our PSHE curriculum provides opportunities for children to learn resilience.

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: £16,943.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on the importance and development of oracy.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 5, 6
CPD for teachers and AAs on using concrete resources to support maths understanding.	<p>The EEF recommends the use of manipulatives and representations as they can engage pupils with mathematical concepts.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	5
Continue to hone our provision of early reading via RWI plus reading for pleasure agenda.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading & Comprehension:</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	1, 4, 5

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

Budgeted cost: £17,933.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early SALT interventions, initially targeting Reception and Year 1 children.</p> <p>Whole class listening skills intervention</p> <p>SALT interventions</p> <p>Memory interventions: supporting targeted children to develop increasing levels of attention and listening through memory activities focusing on developing short- and long-term memory.</p>	<p>Evidence from baseline and pre-school transition information highlights low entrance levels in language and communication and poor levels of expressive language. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>
<p>Specific maths interventions:</p> <ul style="list-style-type: none"> • Mastering number programme (Reception to Year 2 and some Year 3). • Numberstacks – Small group/ 1-1 additional maths support 	<p>The EEF recommends the use of structured interventions, which are informed by assessment to provide additional support.</p> <p>Improving behaviour in schools</p>	<p>5</p>
<p>Additional support for targeted Pupil Premium Priority children.</p> <p>Identified in consultation with class teacher: additional support (academic and well-being) to enable PPP children to make accelerated progress. Tracked half-termly by SLT.</p> <p>1:1 tuition in years 5 and 6;</p> <p>Additional SLT time to booster after-school sessions.</p>	<p>The EEF has evidence on the effectiveness of one-to one tuition One to one tuition EEF and small group tuition Small group tuition EEF.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £15,817.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Have a renewed focus on attendance including;</p> <ul style="list-style-type: none"> consistently-applied policy; days rather than percentages shared with parents; systematic approach with communication; additional support offered eg breakfast club. 	<p>Poor attendance at school is linked to poor academic attainment. The following document evidences suitable approaches.</p> <p>Supporting attendance EEF</p>	1, 2, 3, 4, 5, 6
<p>Use a variety of methods to further engage with parents/carers. Effective engagement with parents/carers through:</p> <ul style="list-style-type: none"> Shared learning experiences in school; Book swap; Spare/pre-loved uniform; Clear and easy-to-use website; Thrive parent support; Website page to signpost additional support; Parent voice surveys & feedback forms; Digital skills sessions for parents. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement EEF</p>	3
<p>Target pupils who lack confidence/have low self-esteem/limited life experiences to take part in after-school clubs as a priority.</p>	<p>Monitoring has identified that attendance of disadvantaged children at clubs is lower than non-disadvantaged.</p> <p>Monitored by PE and PP leads.</p> <p>Evidence suggests that while physical activity does not necessarily impact on academic learning, it can lead to increased pupil attendance, health and wellbeing. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1732709421</p>	1, 2, 3, 6

<p>Using Thrive data, identified pupils are identified for specific Thrive provision.</p> <p>Utilise external agencies such as WEST.</p>	<p>The EEF evidence shows that good social and emotional learning can lead to learning gains, especially when it is integrated, as our Thrive approach is, with everyday teaching.</p> <p>Improving behaviour in schools</p>	<p>1, 2, 3, 6</p>
<p>Financially support those families who need support for specialist eye tracking assessment, trips and residential.</p> <p>School to inform families in good time of the cost of any trips across the year.</p> <p>School to offer a system to encourage uptake of clubs/activities by target children.</p> <p>Provide free school milk for all PP children in KS1 and for those who would like it in KS2.</p>	<p>Full participation in the arts and in physical activity can bring many benefits, and it is essential that disadvantaged children do not miss out on these due to financial constraints.</p> <p>Arts participation EEF</p> <p>Physical activity EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £50,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 outcome aims	Extent achieved		
Improve the progress in reading for below-ARE PP pupils.	Of the 7 pupils prioritised for reading: <ul style="list-style-type: none"> 1 made less than expected progress 4 made expected progress 2 made accelerated progress 		
Improve the progress in maths for below-ARE PP pupils.	Of the 3 pupils prioritised for maths: <ul style="list-style-type: none"> 1 made expected progress 2 made accelerated progress 		
Improve the progress in writing for below-ARE PP pupils.	Of the 2 pupils prioritised for writing: <ul style="list-style-type: none"> 1 made less than expected progress 1 made expected progress 		
Improve oracy and language skills	Whole-school CPD has been delivered at the start of the year. Follow-up CPD has been delivered in the Summer term, focusing on developing oracy in maths. Phase reviews and learning walks have shown an increasing quantity and quality of pupil talk in classrooms. Teachers are now working to ensure that maths lessons offer structured opportunities to develop this further. This will remain a focus going forward into next year.		
Continue to improve attendance and engagement of pupil premium pupils.	ATTENDANCE DATA	2023-24	2024-25
	PP recipient (no of pupils)	94% (21)	92.84% (30)
	PP eligible (no of pupils)	93.35% (25)	92.78% (33)
	Persistently absent* PP eligible	20%	29%
	National PP attendance	90%	93.2%
	National PP persistent absence	30-40%	34.8%
The national data above shows an increasingly challenging picture, and this trend is mirrored in our own data, with a slight decline in attendance and an increase in persistent absence. While our figures are broadly in-line with national figures, there is			

	<p>no cause for complacency and attendance will continue to be a priority for the foreseeable future. During 2024-5, we received two particular PP families into our community who have worked with us to improve their punctuality and attendance over the year, showing significant progress. Nevertheless, this explains the apparent dip in our figures.</p> <p>*Persistent absence is defined as missing more than 10% of possible school sessions across a given period for any reason.</p>
Ensure all children experience a range of enrichment activities.	<p>All PP children have benefitted from the range of enrichment activities offered within school, such as visits from external speakers and trips, plus representing the school at sporting activities. In addition, 18/35 (51%) of eligible PP children attended optional after-school enrichment clubs. This compares to 31/39 (79%) for 2023-24. This is a disappointing trend and probably reflects a narrower offer (most after-school clubs this year were sport-related) and this in turn reflects the relative shortage of staff. There is a need for some work on pupil voice to see how we can target our offer towards those children who have not engaged this year. We can also look at our administrative side to see if we can make it easier for carers to sign up for their 2 free club activities, in case this is a barrier.</p> <p>Part of this strategy is to make clearer to carers what their entitlement is, and this has been positive. Take-up of help for trips, swimming transport and milk has increased, with 63% of our children benefitting from at least one of these. Further work need to take place next year to identify the barriers to getting this entitlement for the remaining families, and to consider making the concession for trips etc automatic, rather than relying on carers to contact us, as happens currently.</p>
Develop children's resilience.	<p>Using our enrichment tracker, we can monitor the resilience of our children. Looking at change over the year, 37% of PP pupils have improved in resilience and 41% have maintained their level, meaning that overall, 78% have maintained or improved this fundamental skill. This is encouraging work for our most vulnerable pupils and the tracker (and the information behind it) are now part of the hand-over to new class teachers at the start of each year. This work is on-going.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.