

## Ladybridge Primary School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ladybridge Primary School
Number of pupils in school	147 including nursery
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027, evaluated termly, updated annually
Date this statement was published	Autumn 2024
Date this statement was updated	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement will be authorised by	Full Governing Body
Pupil premium lead	Mrs Emma Hill – Co-Headteacher & Mr Tom Bolan-Ashworth – Co-Headteacher
Governor / Trustee lead	Chair of Governing Body Professor Nick Silikas

## Funding overview for 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 113,880

## Part A: Pupil premium strategy plan

### Statement of intent

**Rationale** - At Ladybridge we feel that all children have the ability to succeed in education. As an inclusive school we have high aspirations for all of our pupils. In 2019 we took part in a poverty audit with the University of Manchester and have developed our planning in response to the report and the professional development from that project. As well as the 43% of children entitled to Pupil Premium funding Ladybridge has a high population of disadvantaged pupils who are not entitled to pupil premium funding, we know this through our relationships with parents and the number of services that we work with that support our disadvantaged families. The school's location is in quintile 5 for deprivation indicators. Ladybridge currently has 43% children entitled to pupil premium funding this is higher than national in 2025. Ladybridge has a high percentage of children with SEND who are part of the pupil premium cohort, pupil analysis shows that our SEND population often have 2 or 3 barriers to learning. We have an increasing group of children with English as an Additional Language and children who are asylum seekers or refugees. We have currently do not have any looked after children or children in the armed forces. We ensure that our pupil premium planning is inclusive of the nine protected characteristics listed in the 2010 Equality act and value our diverse families, giving support when needed.

**Intention** – Our pupil premium children will attend school in line with non-pupil premium children (at least 95%). Our pupil premium children will make good progress from their starting points; they will have a sense of well-being, they will not be hungry, they will have clothes that are suitable for the season and as a result will have good behaviour for learning and will achieve well.

**Implementation** – Pupil premium data is scrutinised at termly pupil progress meetings; children are identified for curriculum interventions based on this data. Children complete a well-being survey, children's scores are analysed and children with low self-esteem or low mood work with the Learning Mentor on interventions that help to improve mental health and low mood. Breakfast club, uniform, equipment etc. are given as needed to children living in poverty. The school links with agencies such as the Ethnic Diversity Service, Startwell etc. to support our refugee and asylum seeker families and ensure that children have support with language development and inclusion in our cohorts. The school has a half termly Team Around the School meeting with a range of agencies such as School Age Plus workers, Social Workers, School Nurse etc. to ensure that all barriers (not just academic) can be can be supported.

**Impact** – Our pupil premium cohort will achieve at least in line with national pupil premium children, we aspire that they will achieve in line with non-pupil premium children; progress will be at least good – one academic year's progress each year or better. Pupil premium children who are also SEND children will make good progress in line with their SEND support plan targets. Pupil Premium children will have a sense of well-being and good attendance (at least 95%).

## Challenges

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

Challenge number	Detail of challenge
1	Attainment of Pupil Premium children is lower than non-pupil premium children across school
2	Reception Baseline data shows that Pupil Premium children are well below national expectations in all areas of learning
3	The annual wellbeing survey data identifies Pupil Premium children who need support with their mental health
4	Monthly scrutiny of our behaviour filing system identifies Pupil Premium children who need support with regulating their behaviour, these children also often have ACEs, have or are experiencing family breakdown and Domestic Abuse at home.
5	KS1 Assessment data identifies Pupil Premium children who need intervention in KS2 to attain age related expectations
6	Assessment data identifies Pupil Premium children who need intervention to pass the times tables test
7	Pupil Premium attendance is lower than non- Pupil Premium, broadly 2%
8	Some Pupil Premium children come to school hungry
9	Pupil Premium children have high mobility
10	We have several international new arrival refugee families, poverty and language are barriers for these families

## 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
1. Attainment of Pupil Premium children will be in line with non-Pupil Premium children	Interventions will be tailored and effective. Assessment data will show that Pupil Premium children have made good progress
2. In EYFS Pupil Premium children will make rapid progress	End of EYFS assessments will show that children are KS1 ready and that interventions such as, Welcomm and Mastering number are effective

3. Pupil Premium children will have a sense of well-being, their mental health will be typical, they will be able to take risks and be resilient learners	The well-being survey data will show improved mental health, children will make good progress
4. Behaviour in school is safe, children are keen to work and are on task. Families will be supported by children's services as needed	Our behaviour filing system will show that the children's behaviour is safe. Support for families from school a children's services will be effective in reducing ACEs for children.
5. KS2 interventions will be designed around the needs of the children following on from termly pupil progress meetings	KS2 interventions will narrow the learning gap and children will make good progress.
6. Year 4 pupil premium children will have interventions for learning multiplication tests	Year 4 pupil premium children will pass the multiplication test in year 4
7. Support meetings with the Learning mentor, letters, parent contracts, visits from the Education Welfare Officer and as a last resort fines will encourage good attendance.	Attendance will improve for Pupil Premium children to at least 95%
8. Breakfast club is available for all Pupil Premium children at no cost, most Pupil Premium children are entitled to Free School Meals as well. Monthly donations of food Morrisons is given to Pupil Premium families. Bagels are provided on the KS1 and KS2 corridors each morning for children to access should they require.	Children will not be hungry
9. The support given to Pupil Premium children will encourage the families to stay at Ladybridge	There will be less mobility
10. We will link with the Ethnic Diversity Service and Startwell to ensure that the support we provide is right for these children, where possible interpreters will be used and documents will be provided in home languages	The families will feel welcomed into our community, they will settle quickly and will be able to understand what is required from school, e.g. times of the day, uniform etc. as a result they will make good progress.

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £36,758 (other school funds allocated where there is a deficit)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching for all		
Targeted use of interventions; with qualified teachers; interventions with HLTAs.	Summer 2024 teacher's assessment shows that some non-pupil premium children achieve lower than non-pupil premium children. These children have been identified and will have either 1-2 tutoring with a qualified teacher or small group support with the HLTAs.	1, 2, 5,6
EYFS - Wellcomm, (Communication and speech interventions)	Baseline shows that we have children who score very low in communication and language, some very little language.	1, 2, 5,6
Read Write Inc 1-1 and small group sessions	End of EYFS data shows that some pupil premium children in the reception cohort are not year 1 ready.	1, 2, 5,6
Maths support	Pupil progress data has highlighted specific pupil premium children for support in their maths lessons, their progress is reviewed termly	1, 2, 5,6
Writing support	Pupil progress data has highlighted specific pupil premium children for support in their writing lessons, their progress is reviewed termly	1, 2, 5,6
Leicester inference reading intervention for KS2,	Pupil progress data has highlighted specific pupil premium children for support in reading comprehension, Leicester Inference is a	1, 2, 5,6

	particular Intervention carried out by HLTAs the children's progress is reviewed termly	
Year 4 times tables support,	Pupil progress data has highlighted specific pupil premium children for support in acquiring multiplication fact recall and use in lessons, TA's are supporting these children, the children's progress is reviewed termly	1, 2, 5,6
Year 6 boosters,	Spring each year - Pupil progress data in year 5 has highlighted specific pupil premium children for support in SATs preparation – this is carried out by HLTAs	1, 2, 5,6
Motor-skills, SALT, OT and physiotherapy programmes	Children who fall into Pupil premium and SEND have bespoke support planned by professionals that is carried out by trained TAs	1, 2, 5,6

### Targeted academic support (one-to-one support structured interventions)

Tutoring money - Budgeted cost: £ 16,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one structured support/interventions	HLTAs and TAs will carry out small group work. Pupil progress data shows that some Pupil Premium children who have missed school, chunks of learning, etc or who are working at a level lower than their peers need particular gaps filled. HLTA in EYs will do small group work with Pupil Premium children where gaps in learning have been identified.	1, 2,



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

Budgeted cost: £ 41,425 25% of DHT and SENCO Pastoral time, £9,260 Learning Mentor, Breakfast club (and other costs) £10,960 Total = £61,645  
(other school funds allocated where there is a deficit)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support will be carried out by the Deputy Headteacher and SENCO, some of this work may be delegated to the Learning Mentor will carry out targeted work with children, e.g. ELSA, friendship groups, mindfulness, online safety, anti-racism, safe relationships, Me 2, My mum and me. Pupil Premium children will have a sense of well-being, their mental health will be typical, they will be able to take risks and be resilient learners	<ul style="list-style-type: none"> <li>We have PLAC children, children on a child protection plan and children supported by children's services or School Age + workers, children in TAC level 2 and vulnerable children who are monitored through school support.</li> <li>A wellbeing survey is carried out at the start of each year, this is reviewed at the end of the year. Children who report low mood or have low self-esteem scores are identified to work with the Learning Mentor. Parents and staff can also refer children to the Learning Mentor for a range of bespoke support sessions for confidence, self-esteem, friendship groups, domestic abuse support etc.</li> <li>Behaviour in school is safe, children are keen to work and are on task. Families will be supported by children's services as needed</li> </ul>	3, 4
The Learning Mentor will do interventions with pupils with low attendance.	<ul style="list-style-type: none"> <li>Children with attendance of 85-95% are to be targeted as research show this is the group that can be most impacted.</li> <li>Monthly monitoring after a 6-week intervention programme will show the impact of the programme.</li> </ul>	1, 7
Breakfast club is available for all Pupil Premium children from 7.45 this ensures an on start time and that children are not hungry when they start their lessons, most Pupil Premium children are entitled to Free School Meals as well. Bagels are	Pupil Premium attendance is now broadly 2% lower than non-Pupil Premium children showing that this strategy is working.	7, 8

provided on the KS1 and KS2 corridors each morning for children to access should they require.		
Team Around the School meetings and liaising with the Education Welfare service half termly, home visits, contracts, meetings with families, rewards for attendance between 97-100%, as a last resort fining for non-attendance at school.	Pupil Premium attendance is broadly 2% lower than non-Pupil Premium children, meetings with families is effective in supporting better attendance to at least 95%.	7, 8
Family Support worker support, stay and learn events, school readiness support, weekly coffee drop ins, school nurse drop ins, meeting families every day at the start and end of the school day	Ladybridge is in the fifth quintile for stability	9
We link with the Ethnic Diversity Service and Startwell to ensure that the support we provide is right for international new arrivals, refugee and asylum-seeking families, where possible interpreters will be used and documents will be provided in home languages	We continue to have a high percentage of international new arrivals, we have had similar patterns over the last three years, we have significantly more diversity and languages in the school than in previous years. In September 2025 we had several new international children who will need support to acquire English.	10
Trips and visits will be subsidised to ensure all children have the chance to experience these.	Many of our pupil premium families cannot afford these extras.	3, 10
School discos, parties, etc will be subsidised to ensure all children have the opportunity to experience these.	Many of our pupil premium families cannot afford these extras.	3, 10

Total budgeted cost: £ 114,843

**Pupil premium strategy outcomes for 2025-26**

1. Summary information					
School	Ladybridge Primary School				
Academic Year	2025/26	Total PP budget	£ 113,180	Date of most recent PP Review	September 2025
Total number of pupils	147	Number of pupils eligible for PP	42%	Date for next internal review of this strategy	September 2026

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

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Summer 2025 Teacher Assessment pupil progress data shows that non-pupil premium children achieved higher than pupil premium children.
B.	On entry to Reception children are below national expectations across all areas of learning, (low baseline).
C.	On entry to KS1 Pupil Premium children are below national expectations across all areas of learning, progress was made in 2024-25.
D.	Emotional Health and Well-being of Pupil Premium children.
E.	A number of Pupil premium children were also identified as having Special Education Needs, (SEN support).
F.	Behaviour issues are rare however there is still a small group of pupils (mostly eligible for PP) who are not achieving ARE due to Social, Emotional Mental Health difficulties, these Pupil Premium children work with the Learning Mentor throughout the year. Some of these children have two or more barriers: e.g. pupil premium and are on the SEND register; children with Social, Emotional and Mental Health difficulties, have experienced ACEs, currently experience DV in the home, are Looked After, have parents who misuse substances etc.
G.	Low outcomes for children at the end of Key Stage 1 show that children are not Key Stage 2 ready.
H.	Year 3 children need to be prepared for the times table test in year 4 June 2026.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

I.	Pupil Premium attendance is broadly 2% lower than non-Pupil Premium children, meetings with families is effective in supporting better attendance to at least 95%.	
J.	Some Pupil Premium children come to school hungry, (not having had breakfast), we give out up to 10 food boxes monthly provided by Morrisons to families and often issue food bank vouchers. Bagels are provided on the KS1 and KS2 corridors each morning for children to access should they require.	
K.	Mobility of pupils puts Ladybridge in the bottom centile for stability.	
L.	We continue to have a number of international new arrivals entitled to pupil premium funding due to asylum or refugee status	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the attainment gap in KS2 statutory results between pupil premium and non-pupil premium children.	There will not be a gap between pupil premium and non-pupil premium children's attainment.
B.	Improve the number of Pupil Premium children attaining a Good Level of Development	Pupil premium children will make good progress from their starting points. This will impact on their age related attainment.
C.	For children to be KS1 and phonic check ready.	Continue to invest in Read Write Inc training, development days and resources. Read Write Inc will have an impact on the number of children who pass the phonic check.
D.	To improve the health and well-being of Pupil Premium children.	Fewer behaviour incidents recorded for these pupils on the school system

<b>E.</b>	For children who are both SEND and pupil premium to make 'good' progress.	Good progress will be made and the gap between pupil premium/SEND children and typical children will narrow.
<b>F.</b>	To improve the behaviour of children with issues, (SEMH).	Children will have improved behaviour and attitudes to learning, there will not be any exclusions in this cohort of children. Attitudes to learning will improve and this will lead to higher outcomes for these children.
<b>G.</b>	To improve outcomes for pupil premium children in KS1 do that they are ready for the challenges of KS2	Pupil premium children will be able to access KS2 curriculum.
<b>H.</b>	The gap in attainment will be narrowed during Key Stage 1. For year 4 children to pass the times tables test.	The pupil premium gap will be narrower and more children will be at age related expectations at the end of Key Stage 1. Times tables interventions will be effective.
<b>I.</b>	Attendance of pupil premium children to be the same as non-pupil premium at least 95%	Pupil premium attendance will be in line with their peers, at least 95%.
<b>J.</b>	Children will be in school on time and will have had a healthy breakfast.	Pupil Premium children will attend breakfast club free of charge, this will ensure that they have a healthy breakfast and that they start the school day on time. Bagels are provided on the KS1 and KS2 corridors each morning for children to access should they require.
<b>K.</b>	To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.	There will be stability in the cohort.

L.	To include our welcome and support our international new arrivals; to ensure that key skills are quickly taught to equip children to access the curriculum liaise with EDS service as needed (see international new arrival file)	Children will make rapid progress in English			
3. Planned expenditure					
Academic year	2025/26				
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	Review of 2024/25
A. To narrow the gap in KS2 statutory results between pupil premuim and non-pupil premuim children.	<ul style="list-style-type: none"><li>Targeted use of interventions for pupil premium children bespoke to the individual needs of children.</li><li>3 times per week Leicester Inference Project</li><li>Maths Intervention.</li><li>Writing Intervention</li><li>Teacher appraisal.</li></ul>	Summer 2025 Teacher Assessment pupil progress data shows that non-pupil premium children achieved higher than pupil premium children. Use of pupil premium funds for support staff to target particular gaps identified during pupil progress meetings for children entitled to pupil premium funding. Intervention data shows that interventions are	<ul style="list-style-type: none"><li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li></ul>	Emma Hill/Tom Bolan-Ashworth/Amy Davies	Pupil progress shows that interventions have been effective in achieving accelerated progress, including children achieving greater depth standard or achieving a higher scaled score from a KS1 WTS or BLW to ARE at KS2.

		effective in narrowing the gaps.			
<b>B.</b> Improve the number of Pupil Premium children attaining a Good Level of Development	Read Write Inc training for EYFS and KS1	Rapid progress is being made from low starting points for pupil premium children in phonics, continue to develop and embed practice.	<ul style="list-style-type: none"> <li>• Read write Inc development days</li> <li>• Read Write Inc lead to assess regularly.</li> <li>• Read write Inc observations and Master Classes.</li> </ul>	Sarah Woodworth	50% of PP children in EYFS achieved expected standard.
	Improving the teaching and provision in EYFS	Continued investment in EYFS.	<ul style="list-style-type: none"> <li>• Learning walks will show enhanced provision.</li> <li>• Pupil progress data will show an improvement.</li> </ul>	Amy Briscoe	Learning walks and lesson visits show continued improvement in the EYFS environment
<b>C.</b> For children to be KS1 and phonic check ready.	Read Write Inc training for EYFS and KS1	50% Good Level of Development in summer 2025, teacher assessment shows that the pupil premium children in year 1 this year are not adequately prepared for the phonic check in June 2026.	<ul style="list-style-type: none"> <li>• Read write Inc development days</li> <li>• Read Write Inc lead to have a morning of leadership time to carry out tasks</li> <li>• Read Write Inc lead to assess regularly.</li> <li>• Read write Inc observations and Master Classes.</li> </ul>	Sarah Woodworth	



<b>E.</b> For children who are both SEND and pupil premium to make 'good' progress.	Targeted Interventions bespoke to the individual needs of children	Children who fall into both the SEND and Pupil Premium group are less likely to be working at Age Appropriate Levels.	<ul style="list-style-type: none"> <li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emily Burke	Pupil progress data for SEND/PP children included targets co-constructed by parents show that the children are making at least expected progress.
<b>G.</b> The gap in attainment will be narrowed during Key Stage 1 and 2	<ul style="list-style-type: none"> <li>Targeted Interventions bespoke to the individual needs of the children.</li> <li>Daily Read Write Inc</li> <li>Read Write Inc catch up 1-1 Intervention.</li> <li>Maths Intervention/Writing Intervention.</li> </ul>	Pupil Progress data shows clearly that there is an attainment gap between Pupil Premium children and their peers, this is particularly marked in writing and maths.	<ul style="list-style-type: none"> <li>Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill / Tom Bolan-Ashworth	<p>The interventions were very effective in 2024-25, there was a significant increase in outcomes at KS2, particularly in reading and maths</p> <p><b>Reading:</b> EXT 68% GDS 14% (Exc Res 73% GDS 15%)</p> <p><b>Maths:</b> Maths 75% GDS 25% (Exc Res 81% GDS 27%)</p> <p><b>Writing:</b> 43% GDS 0% (Exc Res 46%) Combined 43%</p>

H. Year 4 pupil premium children will pass the times table test	<ul style="list-style-type: none"> <li>• Times-table Rock-stars daily.</li> <li>• Intervention for PP children at risk of not passing the test.</li> <li>• Use of HLTA/TA for times table intervention</li> </ul>	Teacher assessment shows that we have a high number of PP children that are not ready for the times table test.	<ul style="list-style-type: none"> <li>• Monitoring of Interventions with pupil progress data, i.e. assessment at the beginning of the intervention and assessment data at the end of the Intervention.</li> </ul>	Emma Hill / Tom Bolan-Ashworth  Amy Davies	Although there is no threshold mark for the times tables test 67% of the year 4 pupil premium cohort achieved a score of 80% or above with 58% achieving full marks (25/25).
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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?
D. To improve the health and well-being of Pupil Premium children.	<ul style="list-style-type: none"> <li>• Learning Mentor Targeted group and individual support.</li> <li>• Agency support groups, to take place in the Hub.</li> <li>• such as the school age plus worker, school nurse etc.</li> </ul>	<p>We have a high number of pupils supported by Children's Services at Child protection, Tier 3 Social Worker TAC, School led TAC and Team Around the School level.</p> <p>Pupil Premium cohort require interventions, support and involvement including areas of health, well-being, parenting support, agency support and social worker support.</p>	<ul style="list-style-type: none"> <li>• Weekly meeting with Headteacher and Deputy Headteacher</li> <li>• Regular scrutiny of TAC minutes, Conference outcomes etc.</li> <li>• Weekly liaison with the school's allocated Social Worker and Family Help Co-ordinator</li> <li>• Pupil Progress meetings data.</li> </ul>	Emma Hill / Tom Bolan-Ashworth (Co-Headteacher s/Safeguarding Leads)  Sally Pickford – Learning Mentor	Although we have a high number of children who require support for wellbeing, home circumstances including DV, substance misuse of parents, poverty, difficult home lives etc. school is a safe haven for all children – behaviour in school is good and there are no exclusions or physical interventions in school.

	<ul style="list-style-type: none"> <li>• My mum and me, Dad and lad cooking etc. during and after school family groups to build community cohesion and strengthen bonds.</li> <li>• Coffee afternoons and drop ins with Pastoral Manager and professionals</li> </ul>		<ul style="list-style-type: none"> <li>• Measuring the impact of support for families through evaluation of support packages, attendance registers, monitoring appearance of children, pupil voice regarding well-being, improved behaviour of pupils, no exclusions for this group of children.</li> </ul>	Amy Davies Deputy Headteacher and Deputy Safeguarding lead	Parents engage really well with the support that school offer from informal coffee afternoons to more formal interventions such as My Mum and Me, Parenting Anxious children etc.
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<p><b>F.</b> To improve the behaviour of children with issues, (SEMH).</p>	<ul style="list-style-type: none"> <li>• Learning Mentor Targeted group and individual support.</li> <li>• Continued development of a 'Needs Led' Hub to support children with a range of issues.</li> <li>• Inclusion advice and support for children and teachers.</li> <li>• Bespoke support for children who have behaviour difficulties stemming from the pandemic</li> <li>• Support for families and children following an Encompass police report; needs led.</li> </ul>	<p>There are behaviour issues for a small group of children throughout all key stages, (mostly eligible for PP). This is having detrimental effect on their academic progress and that of their peers.</p> <p>There are a number of children, who need pastoral support through small group work or individual bespoke plans in order to develop resilience and emotional literacy for learning and unstructured school times.</p> <p>We have increased Encompass police reports around domestic abuse, SLT are key adults to support the children and families – this may involve direct work or signposting to services</p>	<ul style="list-style-type: none"> <li>• Supervision of Learning Mentor by Headteacher</li> <li>• Evaluation of the exclusion data.</li> <li>• Monitoring and evaluation of the behaviour records in school.</li> <li>• Monitoring of bullying records.</li> <li>• Monitoring of behaviour letters/ report cards/loss of playtime etc.</li> <li>• Monitoring of referrals to the Learning Mentor and impact of interventions for the children.</li> </ul>	<p>Headteacher</p> <p>Pastoral Manager</p>	<p>Scrutiny of CPOMS monthly show that there are no children with unsafe behaviour in school – no exclusions, no physical interventions, no children on report or contract. Any breaches of the behaviour policy fall into typical child development and are dealt with through the behaviour policy.</p>
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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?
<b>H.</b> Attendance of pupil premium children to be in line with non-pupil premium (95%)	<ul style="list-style-type: none"> <li>Admin scrutiny of registers daily, texts for children with less than 95% attendance, letters for persistent absence</li> <li>Fortnightly meetings with the Education Welfare Officer</li> <li>Contracts and fines for persistent absence</li> <li>School Age plus support for families in difficulty</li> <li>Half termly item on the Team Around the School Meeting</li> </ul>	<p>Learning Mentor is very effective in engaging with families and offers support through parenting classes, drop in sessions, liaison with the School Age Plus worker and Social Workers.</p> <p>Attendance of Pupil Premium children continues to be a difficult issue for school to resolve.</p>	<ul style="list-style-type: none"> <li>Weekly scrutiny of registers.</li> <li>Registers of families that take up the Parenting Classes.</li> <li>Attendance will improve.</li> <li>Annual attendance review from the EWO</li> </ul>	Emma Hill / Tom Bolan-Ashworth, in school and professionals out of school such as the EWO, Social Workers and SA+ workers)	Attendance is school will be a priority in 2025-26 as we still have some persistent absence in our pupil premium cohort, this is a small number of pupils, all who are being supported by children's services or similar agencies.
<b>I.</b> Children will be in school on time and will have had a healthy breakfast.	<p>Breakfast club from 7.45 o'clock each day providing a healthy breakfast.</p> <p>There will be a facility for homework and reading daily for Pupil Premium children.</p>	Some of the children come to school without breakfast and are often late. Homework and reading support will help to narrow the attainment gap between pupil premium children and their peers.	<ul style="list-style-type: none"> <li>Monitoring the Breakfast club with learning walks.</li> <li>Monitoring reading records and homework.</li> <li>Pupil progress meetings.</li> </ul>	Emma Hill / Tom Bolan-Ashworth	Breakfast club is very successful – attendance is good and where we can encourage children to attend their attendance improves, we will continue to promote breakfast club in 2025-26.

<p><b>J.</b> To improve the stability of the pupil premium cohort, families choosing to stay at Ladybridge because they value the school.</p>	<ul style="list-style-type: none"> <li>• School Age plus worker.</li> <li>• ‘Stay and Learn’ events and ‘How to Help your Child Learn’ events.</li> <li>• Pastoral Team to begin weekly toddler group to engage difficult to reach families before they are school age.</li> </ul>	<p>Although there has been improvement Mobility of pupils is still an issue at Ladybridge; each year we start new children who are increasingly international new arrivals. We also have children who move out of the area due to house exchanges, etc. We want to engage our families positively so that they choose to stay at Ladybridge.</p>	<ul style="list-style-type: none"> <li>• Parent questionnaire.</li> <li>• Parent feedback after events, what works well, what could we improve?</li> </ul>	<p>Emma Hill / Tom Bolan-Ashworth</p>	<p>Mobility is still very high at Ladybridge.</p>
<p>(i) In addition to the above pupil premium money it is likely that there will be support for families as needed for homework materials, school trips, school uniform items such as shoes, and residential trips. This is because we have had children who cannot complete homework, children without shoes and uniform, children whose parents cannot afford trips; we feel that this is an appropriate way to support children and families living in poverty.</p> <p>(ii) We also provide 10 regular food parcels each month through Morrisons and Food vouchers for families in need.</p> <p>(iii) In July 2019 school took part in a poverty proof audit, every child in school was given the chance to talk about their perspective on school life in relation to poverty. There was a parent, staff and Governor questionnaire as well. Overall our report was positive, we have addressed the areas that the report highlighted.</p> <p>(iv) We have changed our photographer to one that is less expensive to try to help parents that are struggling to pay.</p> <p>(v) Locally there are high rental costs for low income families that are not entitled to pupil premium funds – these children will be included in the interventions and support.</p>					
<p><b>Total Cost of all strategies, (including money diverted from school funds).</b></p>					<p><b>£114,843</b></p>