

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

### School overview

Detail	Data
School name	Lower Park Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	2.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	Midpoint reviews: March 2022 / July 2022
Statement authorised by	Amelia Lomas/ Governors
Pupil premium lead	Joanne Jones
Governor / Trustee lead	Steve Hardicre

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,760
Recovery premium funding allocation this academic year	£2,000
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	£16,760.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by identified vulnerable pupils, such as those who have been previously looked after or have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The quality of our educational offer and high-quality teaching typifies our approach and we will focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

We are committed to ensuring that disadvantaged children develop cultural capital and have first-hand, real life learning experiences, linked to curriculum areas in school and will provide these opportunities through arts participation alongside other wider curriculum opportunities.

(Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. )

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- have high aspirations and provide targeted support to ensure progress and attainment for disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in a disparity between the progress made by some disadvantaged and non-disadvantaged pupils in maths and reading.</p>
2	<p>Internal assessments indicate that writing attainment among disadvantaged and non-disadvantaged pupils is below prior internal data for all cohorts. Examining school data from July 2021, on average, 76% of pupils achieved ARE in writing with 18% at GD. This is lower than previous years (2019) when 85% achieved ARE with 21% at GD</p>
3	<p>Teacher referrals for emotional, social and communication support with PLAC pupils have markedly increased post pandemic. 50% of disadvantaged pupils currently require additional support with social and emotional needs, receiving small group or individual support. Our assessments, observations and discussions with pupils and families have also identified significant needs with emotional regulation. Non-academic barriers to success in school, including behaviour and social and emotional support. This includes communication and behaviour challenges for some PLAC pupils</p>

## 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
Disparity between disadvantaged and non-disadvantaged pupils closed.	Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. The % of PP pupils making at least expected progress the academic year between midpoint reviews has increased.  Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2023 show that more disadvantaged pupils met the expected standard or Greater Depth standard in KS2 than their prior attainment in KS1
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023 demonstrated by: qualitative data from student voice, student and parent surveys, intervention baselines and teacher observations  a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £ 8,368.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PIRA and PUMA diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  £867.00	1

Purchase of 1:1 Boxall screening tool	Enables teachers & TAs to pinpoint support for children according to gaps in learning, particular next steps £325.00	3
Implement and evaluate a range of strategies to develop writing across all year groups. Staff CPD outlining approaches to writing by subject leads Key milestones for assessments identified and new strategies to develop teacher feedback consolidated	Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. (EEF, Improving Writing in KS2) <a href="https://educationendowmentfoundation.org.uk/education_evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education_evidence/guidance-reports/literacy-ks2</a>  1:1 planning support for 2 days with all teachers with a writing consultant  Total £950  Book scrutiny with literacy consultant alongside English subject lead 1 full day £525.00	2
Audit, support and monitor teaching of phonics using the SSP Read, Write, Inc to secure stronger phonics teaching for all pupils and build leadership capacity	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Total £1,050.00 per annum  Audit of existing resources and purchase of additional resources and reading books £450  Termly leadership partner visit to support with 'deep dive style activities' to identify areas of development and provide CPD for subject leaders (£800 per day with )  £1,600.00	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub, and Science resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:	1

(including Teaching for Mastery training).	<a href="#">Improving Mathematics in Key Stages 2 and 3</a> Supply cover for KS1 and KS2 leads to attend termly maths hub training £ 946.00	
Promote a love for reading Support and increase pupils' reading fluency.  Use of Accelerated Reader Sharing of Millionaire Word Readers  Greater opportunities to read in school in small groups or whole class texts	We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF, Disadvantaged Readers) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  £1,655 per annum for subscription and licences	1

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

Budgeted cost: £ 2,740.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring: Y6 booster groups to target maths and writing	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  £1,012.00 Proposed spend for Spring 2/ Summer 1	1 2 3

National Tutoring Programme	Package for 6TP package for 6 groups to include additional targeted support for pupil premium children and others who need most help.  £1,767.00 Spring Term 2022	1 2 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,652.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resiliency Bucket/Cool connections	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  2 x 10 week SEL interventions programmes delivered Lunchtime SEL interventions SEL intervention/Morning maths group to support with attendance/lates and embed key mathematical concepts  £3,120.00 per annum	3
Conversion of staffroom to additional teaching space for targeted small group work	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks  <a href="https://www.educationendowmentfoundation.org.uk">The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. ( Phonics   EEF (educationendowmentfoundation.org.uk)</a>  £700.00 Furniture and resources	1,2

	£1,232.00	
Incidental costs to support wider curriculum opportunities through arts participation (Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. )	Disadvantaged children develop cultural capital and have first-hand, real life learning experiences, linked to curriculum areas in school. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> £600	1,2,3

**Total budgeted cost: £ £16,760.00**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. In line with guidance from the document, "[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](#)" information relating to progress measures has not been included.

Despite the disruption of Covid-19, school continued to ensure that our disadvantaged children were supported fully in their learning and well-being. All disadvantaged pupils were offered face to face schooling during lockdown periods and also provided with the necessary technology to access their home learning

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
Counselling Service	Visyon

