

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-24 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	280
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Midpoint reviews: March 2023
Statement authorised by	Amelia Lomas/ Governors
Pupil premium lead	Joanne Jones
Governor / Trustee lead	Mark Bertinshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,180
Recovery premium funding allocation this academic year	£2,000
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	£17,180

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 attaining pupils.

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 R-Y6 in 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.	<p>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.</p> <p>Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.</p>
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.	<p>Sustained high levels of wellbeing from 2023 demonstrated by:</p> <p>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</p>

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
<p>Purchase of PIRA and PUMA diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>£867.00</p>	1
<p>Purchase of 1:1 Boxall screening tool</p>	<p>Enables teachers & TAs to pinpoint support for children according to gaps in learning, particular next steps</p> <p>£325.00</p>	3
<p>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.</p>	<p>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. (EEF, Improving Writing in KS2) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>1:1 planning support for 2 days with all teachers with a writing consultant</p>	2

	<p>Total £950</p> <p>Book scrutiny with literacy consultant alongside English subject lead 1 full day £525.00</p>	
<p>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</p>	<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>Total £1,050.00 per annum</p> <p>Audit of existing resources and purchase of additional resources and reading books £450</p> <p>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)</p> <p>£1,600.00</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub, and Science resources and CPD</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1</p>

<p>(including Teaching for Mastery training).</p>	<p>Improving Mathematics in Key Stages 2 and 3</p> <p>Supply cover for KS1 and KS2 leads to attend termly maths hub training</p> <p>£ 946.00</p>	
<p>Promote a love for reading support and increase pupils' reading fluency.</p> <p>Use of Accelerated Reader.</p> <p>Greater opportunities to read in school in small groups or whole class texts</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>£1,655 per annum for subscription and licences</p>	<p>1</p>

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
<p>School Led Tutoring: Y6 booster groups to target maths and writing</p>	<p>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 or 1:1 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.</p> <p>£1,012.00 Proposed spend for Spring 2/ Summer 1</p>	<p>1 2 3</p>
<p>National Tutoring Programme</p>	<p>Package for 6TP package for 6 groups to include additional targeted support for pupil premium children and others who need most help.</p> <p>£1,767.00 Spring Term 2022</p>	<p>1 2 3</p>

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	<p>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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>2 x 10 week SEL interventions programmes delivered</p> <p>Lunchtime SEL interventions SEL intervention/Morning maths group to support with attendance/lates and embed key mathematical concepts</p> <p>£3,120.00 per annum</p>	3
Conversion of staffroom to additional teaching space for targeted small group work	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>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))</p> <p>£700.00 Furniture and resources £1,232.00</p>	1,2

<p>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.)</p>	<p>Disadvantaged children develop cultural capital and have first-hand, real life learning experiences, linked to curriculum areas in school. Arts participation EEF (educationendowmentfoundation.org.uk) £600</p>	<p>1,2,3</p>
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Part B: Review of outcomes in the previous academic year 21-22

Total budgeted cost: £16,750 (including £2,000 Recovery Premium)

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments. In the year 2021/22, we had no disadvantaged pupils undertaking the phonics check or key stage one assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

At Lower Park, at Key Stage Two, attainment has been maintained in Reading and Maths, compared to 2019 for both disadvantaged pupils and other pupils at the expected and higher standards in all subjects except for maths. Nationally, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap. Lower Park has maintained high PP data despite the national post covid picture.

Lower Park KS2 SAT's data 21/22 for Pupil Premium

	Lower Park 2019 (1 pupil)	National 2019	Lower Park 2022 (3 pupils)	National 2022
Reading	100% (100% GD)	62%	100% (66% GD)	62%
Writing	100%	68%	100%	55%
Maths	100%	67%	66% (33% GD)	56%

Data from tests and assessments suggest that, for individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was above national and previous school data. There is no attainment gap difference between our disadvantaged pupils and non-disadvantaged pupils in reading and writing and Maths was below school data therefore, with the exception of maths, attainment has been maintained since the start of the pandemic.

Across other year groups, progress has been at least expected although attainment in reading and writing for some pupils is below the school averages.

Attendance amongst disadvantaged pupils was just below their peers but above national data. Lower Park School: 96% Lower Park Pupil Premium: 95%

Our evaluation means that we are, at present, on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.
- offering outdoor adventure learning approaches through Forest School. EEF evidence suggests this may offer potential mechanism for impacting pupil outcomes might be through the development of non-cognitive skills such as resilience, self-confidence and motivation.

Planning, implementation, and evaluation

In planning our updated pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Pupil Premium Passports exist to track attainment, wider opportunities and pupil engagement.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. This includes regular challenge by the governor responsible for Pupil Premium.

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
TTRS	Maths Circle Limited
RM Easy Maths	RM Education
Boxhall Profile	Nuture uK
Dyslexia Gold	Engaging Eyes Ltd
Counselling Services	Just Drop In Visyon