

## Pupil premium strategy statement 21-24

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	Lower Park Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	21/22 2.8% 22/23 2.8% 23/24 3.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	Midpoint reviews: March 2022 / July 2022/Dec 2022 March 2023 / July 2023/Dec 2023
Statement authorised by	Amelia Lomas/ Governors
Pupil premium lead	Amelia Lomas/Joanne Jones
Governor / Trustee lead	Mark Bertinshaw

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	21/22 £14,760 22/23 £15,180
Recovery premium funding allocation this academic year	21/22 £2,000 22/23 £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	21/22 £16,760 22/23 £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.

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.**

<b>Challenge number</b>	<b>Detail of challenge</b>
<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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.

<b>Intended outcome</b>	<b>Success criteria</b>
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: qualitative data from student voice, student and parent surveys, intervention baselines and teacher observations.</p> <p>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: £ 16,031.09

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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>£867.00</p>	1

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<p>Implement and evaluate a range of strategies to develop writing across all year groups. Staff CPD outlining approaches to Writing by subject leads.</p> <p>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)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>22/23</p> <p>Book scrutiny with literacy consultant alongside English subject lead</p> <p>Pathways to Write: subscription and resources</p> <p>Pathways to progress :intervention for writing</p> <p>Total £4900</p>	2
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<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>Funding supported by English Hub</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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>Funding of teacher release time to embed key elements of guidance in school and to access Maths Hub, and Science resources and CPD (including Teaching for Mastery training).</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><a href="#">Maths guidance KS 1 and 2.p df (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>22/23</p> <p>Implementing Power Maths in KS1.</p> <p>Subscriptions and resources for power Maths at KS1 and 2</p> <p>Maths consultant</p> <p>Membership to Maths Hub (included through Cheshire East SIP)</p> <p>Membership to maths circle for TT</p> <p>Rockstars to improve fluency</p> <p>Total £ 4814.09</p>	<p>1</p>

<p>Promote a love for reading. Support and increase pupils' reading fluency. Use of Accelerated Reader. Sharing of Millionaire Word Readers</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><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></p> <p>22/23</p> <p>£1,655 per annum for subscription and licences</p>	<p>1</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring: Groups to target maths, reading 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 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.</p> <p>22/23</p> <p>Before school tutoring:</p> <p>Total £1995</p>	<p>1 2 3</p>

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

Budgeted cost: £7414.75

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Resiliency Bucket/Cool connections</p> <p>Mental Health Sessions led by Mental Health Lead</p>	<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. <u>Social and emotional learning   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>2 x 10 week SEL interventions programmes delivered</p> <p>Lunchtime SEL interventions</p> <p>SEL intervention/Morning maths group to support with attendance/lates and embed key mathematical concepts</p> <p>£3,120.00 per annum</p>	<p>3</p>
<p>Play Therapy Sessions</p>	<p>Need identified for some pupils to support their mental health through extended sessions.</p> <p><a href="https://www.psychologytoday.com/gb/blog/arts-and-health/202004/trauma-play-therapy-and-research#:~:text=Play%20therapy%20research%20clearly%20and,cildren%20who%20have%20experienced%20trauma.">https://www.psychologytoday.com/gb/blog/arts-and-health/202004/trauma-play-therapy-and-research#:~:text=Play%20therapy%20research%20clearly%20and,cildren%20who%20have%20experienced%20trauma.</a></p> <p>£2420</p>	

<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. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Total: £1,174</p>	<p>1,2,3</p>
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## Part B: Review of outcomes in the previous academic year 22-23

**Total budgeted cost: £17,180 (including £2,000 Recovery Premium)**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments. In the year 2022/23, we had no disadvantaged pupils undertaking the phonics check, key stage one or key stage two assessments. Therefore, the last external data we have relates to 21/22

At Lower Park, in 21/22, 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

	<b>Lower Park 2019 (1 pupil)</b>	<b>National 2019</b>	<b>Lower Park 2022 (3 pupils)</b>	<b>National 2022</b>
<b>Reading</b>	100% (100% GD)	62%	100% (66% GD)	62%
<b>Writing</b>	100%	68%	100%	55%
<b>Maths</b>	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.

The following details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year in relation to the outcomes outlined in the strategy.

Intended outcome	Success criteria
<p>Disparity between disadvantaged and non-disadvantaged pupils closed.</p>	<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> <p>Progress for disadvantaged pupils from Summer 22- Summer 23</p> <p>Reading 79% Expected progress 14% Above expected progress</p> <p>Writing 86% Expected progress 14% Above expected progress</p> <p>Maths 57% Expected progress 29% Above expected progress</p>
<p>Improved writing attainment among disadvantaged pupils</p>	<p>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</p> <p>22/23 67% of PP children had met the expected standard in writing.</p> <p>100 % Disadvantaged pupils maintained their attainment from the previous year</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023 demonstrated by: qualitative data from student voice, student and parent surveys, intervention baselines and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>2022-23 100 % of PP children had accessed extra curricular activities.</p>

Absence among disadvantaged pupils was just below their peers but above national data. Lower Park School: 96% Lower Park Disadvantaged: 93%

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 has been 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 in outdoor adventure learning approaches through residential visits. 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	Play Therapy
TTRS	Maths Circle Limited
RM Easy Maths	RM Education
Dyslexia Gold	Engaging Eyes Ltd
Counselling Services	Just Drop In Visyon
Pathways to Write	Literacy Counts
Power Maths	Pearson Education