

# Pupil premium strategy statement – Lower Park School

This statement details our school's use of pupil premium (and recovery 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	276
Proportion (%) of pupil premium eligible pupils	4.7% 10 FSM 2 PLAC
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	24-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Amelia Lomas
Pupil premium lead	Amelia Lomas /Anthony Poole
Governor / Trustee lead	Mark Bertinshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,480 x 10 =14800 £2,570 x 2 = £5140
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 <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£19940 N/A

# 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 excellent 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.*

*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*

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing attainment among disadvantaged and non-disadvantaged pupils was in line or below national. Our school target is to be in-line or above Cheshire East.
2	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.
3	In school data identifies a group of children working below ARE in reading who would benefit from targeted support to close the gap. Reading attainment for disadvantaged pupils was lower (54%) than for non- disadvantaged pupils (71%)

## 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
To improve outcomes in writing so that a higher proportion of pupils who are working just below achieve the expected standard (75%+) and greater depth standard (7%+)	Internal and external data evidence better outcomes
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pass data shows an improvement in attitudes to school life Attendance gap closes between PP and non PP
Outcomes in reading across the school will be at least in line with National	Consistently strong outcomes seen across all year groups

## 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: £ 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy subject leader to work with Literacy consultant from the Trust</i>	<p>Effective personal development</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>4 days cover for literacy lead x £190</p>	1

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

Budgeted cost: £ 4488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>2 hours per week tutoring before school £1888</p> <p>Lexia programme – licences and 2 hours TA support (£2179 allocated from main school budget)</p> <p>£1888</p>	1 and 3
Purchase of phonics programmes and spelling books and	Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. (EEF,	1

<p>online subscription to spelling basics Exercise books with handwriting lines to support mastery of handwriting in KS1</p>	<p>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>  Phonics spelling books, online subscription and handwriting exercise books  (£600- allocated from main school budget)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  £950  Purchase of accelerated reader licenses that promote love of reading across school and support monitoring and progress  £1650  <a href="#">Reading comprehension strategies   EEF</a></p>	<p>3</p>

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

Budgeted cost: £ 17630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health Sessions led by ELSA and Play Therapist</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></p> <p><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>2 x 10 week SEL interventions programmes delivered</p> <p>Weekly play therapist sessions</p> <p>Lunchtime SEL interventions</p> <p>£16130</p>	<p>2</p>
<p>Incidental costs to support wider curriculum opportunities through arts participation</p> <p>(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>Trust-wide ‘IGNITE’ creativity week to include a wide range of curriculum enrichment workshops for the arts.</p> <p>£275</p> <p>Disadvantaged children develop cultural capital and have first-hand, real life learning experiences, linked to curriculum areas in school. <u>Arts participation   EEF</u></p> <p><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>£1225</p>	<p>.</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £22878** (£760 + £ 4488 +£17630)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance data shows that the group had an attendance rate of 94.1% compared to whole school rate of 96.3%.

Attainment shows that in writing all pupils made expected progress and pupil premium children attained better than non-pupil premium children in writing and maths. Maths attainment was 64% ARE and 18% GD.

Reading attainment was lower at 54% and this will be a focus for 24-25

### 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.*

<b>Programme</b>	<b>Provider</b>
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