



## Lowther Primary School

### Pupil premium strategy statement 2022-23

This statement details Lowther's use of pupil premium funding to help to 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

Metric	Data
School name	Lowther Primary School
Number of pupils in school	269 (including Nursery)
Proportion (%) of disadvantaged pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Mark Tuffney
Pupil premium Champion	Lila Palmer
Governor lead	Jenifer Ball

#### Disadvantaged pupil progress scores for last academic year (20/21)

Measure	Score
Reading	-2.6
Writing	+0.9
Maths	+1.1

*Lowther PPG pupils made similar progress to the national average in all subjects.*



## Lowther Primary School: Pupil Premium Statement

**Strategy aims for disadvantaged pupils:** The Staff and Governors at Lowther are all committed to ensuring that learning and teaching opportunities meet the needs of each and every pupil, so that all make excellent progress and reach their full potential. We aim to tackle all forms of disadvantage, and work hard to ensure inclusion and equal access for all our Lowther learners.

The team at Lowther pledges to make a difference as a school to ensure that barriers to learning are removed. We have identified 4 key strands that we believe improve the outcomes and increase the life opportunities for our PPG learners.

Measure		Score
Meeting expected standard in all core areas (Reading, Writing and Maths) at KS2		PPG 7/16 children = 44% (National 58%)  Whole cohort of 46 children = 59% (National 58%)  (16/46 pupils 35% of pupils were PPG. The national average is 23% )
Measure	Activity	
Priority 1	Being Ready; this involves support with uniform, attendance, breakfast and after school club and pastoral support to ensure that children are at school and ready to learn.	
Priority 2	Reading; we make it explicit to children that there is a link between regular reading and achievement. We have a number of reading initiatives across the school that are both universal and aimed at disadvantaged children.	
Priority 3	Opportunity; we want all our learners to take full responsibility for their learning. We make sure that our pupil premium children get opportunities to be a member of the school council, represent the school in sporting teams and take a lead in school projects and initiatives.	
Priority 4	Progress; We focus on ensuring that each and every child makes great progress – not just academically, but socially and emotionally too. We provide additional support by targeting pupils to receive additional support. School staff take responsibility through knowing each and every pupil well, pupil progress meetings, clear monitoring of the progress of our pupil premium children and all staff championing this group.	
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>• Parental support and engagement</li><li>• Data shows there is a gap in attainment for PP pupils in core subjects of Reading, Writing and Maths</li><li>• More of our PP children than non-PP children arrive at school not having the correct uniform or not having a calm, steady morning routine or without having carried out any required reading or homework tasks</li></ul>	
Projected spending	Detail	Amount
	Pupil premium funding allocation this academic year (21/22)	£91,715
	Pupil premium funding allocation from previous academic year	£86,390
	Pupil premium funding carried forward from previous years	£0
	Total budget for this academic year	£91,715



Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve the reading progress for our PP children at all key stages so that it is line with or higher than national PP reading progress PP students at Lowther gain a positive progress score (2022 it was -2.6)	July 2023
Progress in Writing	Vocabulary and communications skills have been identified as a need in Early Years and Key stage 1. By improving these skills children can express themselves better and engage in play with peers. As children progress through the school these are vital skills when talking about learning, e.g. stories and texts, planning writing and completing comprehension activities.	July 2023
Progress in Mathematics	Focus on quick recall of facts and core skills such as number bonds, times table facts alongside secure understanding of the 4 operations. Maintain the Mathematics attainment and progress for our PP children at all key stages so that it continues to be higher than national PP progress and attainment in Mathematics.	July 2023
Phonics	Implement appropriate phonics interventions in line with the new Essential Letters and Sounds framework to ensure rapid progress. Maintain the phonics attainment for our PP children at all key stages so that it is line with or higher than national PP attainment in Phonics.	July 2023



## Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Targeted in-house professional development</b> CPD for teaching and support staff to ensure good practice in using oracy and developing vocabulary in quality first teaching. This centres on sharing practice, observations and training sessions. <b>£25,500</b>
Priority 2	<b>The curriculum</b> The curriculum will be reviewed to ensure children are exposed to varied and interesting topics which in turn develop their vocabulary, oracy and comprehension. The clear progression from Early Years to Year 6 shows how the vocabulary and topics are revisited, built upon and developed. <b>£2,500</b>
Priority 3	<b>Phonics interventions</b> Catch-up programme and reading books that follow the phonic scheme. <b>£7,500</b>
Priority 4	<b>Strategic interventions</b> (including group work and 1:1 where necessary). High-quality, structured interventions can enhance pupil progress when delivered as intended by well-trained and well-supported Teaching Assistants. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about a story with a trained adult. <b>£19,000</b>
Priority 5	<b>Pupil Progress meetings</b> We discuss individual progress of each child every term. This information informs our next steps of support. When specific gaps are apparent, using clear baseline assessments we implement short intensive interventions, where progress and impact are clearly measured. Data shows there is a gap in attainment for some PP pupils in core subjects of Reading, Writing and Maths. Research shows skilled and targeted intervention support, alongside quality first teaching in core areas such as writing, editing and proof-reading, interventions for addressing core misconceptions in Maths and intervention support for homework all help to ensure children understand fully. <b>£1500</b> (Cover cost)
Priority 6	<b>Outdoor Learning</b> Outdoor learning and forest school sessions make a difference in the following ways: build confidence, develop social skills, improve communication, motivation, physical skills and knowledge and understanding. "A wide range of adventure activities are linked with increased academic achievement... Outdoor adventure experiences could have positive impacts on self-confidence, self-efficacy and motivation" <b>£1,000</b>
Barriers to learning these priorities address	See above
Projected spending	Budgeted cost: <b>£ 57,000</b>



## Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Wider opportunities</b> Ensuring our pupils have access to and can relate to the whole school curriculum and develop their confidence through wider school life, including cultural experiences, school clubs, trips out and being given a range of new opportunities.
Priority 2	<b>Attendance</b> The rate of attendance for PP children is lower than that of non-PP children. Whole school attendance for last academic year was 93.6% v PP pupil for the same period 91.5%
Priority 3	<b>School Ready</b> More of our PP children than non-PP children arrive at school not having the correct uniform (or PE kit) or not having a calm, steady morning routine including a good breakfast, or without having carried out any required reading or homework tasks.
Priority 4	<b>Parental involvement</b> Some of our PP parents find supporting children with their learning at home more challenging. As a group, PP children read less at home and are less self-motivated and supported to complete learning tasks out of school. Group-based initiatives (regular workshops) at a convenient time and location, face-to-face recruitment, trusting relationships and an informal welcoming environment are the most important factors for parents' attendance at group sessions.
Priority 5	<b>Home Learning</b> Running sessions for parents on a range of topics to support them in their understanding of how to support their children at home. This includes academically and emotionally, providing reading materials and working with external professionals. <b>£1,500</b>
Priority 6	<b>Nursery lunch x 2 and EYFS support</b> Working with parents from the early years is vital to encourage their confidence in supporting their child's learning and the parent's own engagement (and comfort) in school life. <b>£3,500</b>
Priority 7	<b>Education Welfare Officer and attendance support</b> There is a direct correlation between good attendance and academic attainment: In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. We will work with our families to support them, establish good routines and enable them to get their children to school regularly and on time. <b>£4,000</b>
Priority 8	<b>Equal access</b> As part of our pledge, we want our pupils to have equal access to all opportunities we can offer them, especially extra-curricular activities. Clubs <b>£3,800</b> Trips, visits and residentials <b>£2,500</b> Residential for Y6 <b>£1,500</b> Residential for Y4 <b>£700</b>
Priority 9	<b>Wraparound care</b> 3 spaces a day (£14 per session) Before and after school care provides a safe place for pupils, can assist in creating strong, regular family routines and allows staff to directly support children's well-being, as well as reducing pressure on parents. <b>£8,700</b>



### Lowther Primary School: Pupil Premium Statement

Priority 10	<b>Uniform</b> With the grant we are aiming to diminish the difference as much as possible between our disadvantaged families and their peers. Uniform is a visible and important part of that. Offering support to families also helps to alleviate the anxieties families have around the financial pressures of providing uniform. <b>£1,800</b>
Priority 11	<b>Emotional/Mental Health and ELSA</b> Providing skilled and targeted care and support for children's well-being and mental health allows us to provide a safe place for pupils and assists in creating strong opportunities to talk and share. <b>£6,300</b>
Total projected spend	<b>£35,540</b>  Academic Support = <b>£57,000</b> Wider support = <b>£35,000</b> Total spend = <b>£92,000</b>



## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Our observations of teaching and our assessments and also discussions with pupils indicate oral language skills are less developed and that vocabulary gaps are higher among our disadvantaged pupils. These are more evident in our pupil premium pupils in all year groups (Reception through to Year 6)	<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. We will also monitor engagement in lessons and use book looks.</p>
Targeted support	Our pupils from disadvantaged backgrounds generally have greater difficulties with phonics than their peers. This affects their development as readers negatively. This is evident through our observation of pupils in class over time, discussions with pupils and their parents, and through our on-going assessments.	<p>Improved reading attainment among disadvantaged pupils.</p> <p>KS2 reading outcomes in 2021/22 show that 44% of disadvantaged pupils met the expected standard. This needs to improve.</p>
Wider strategies	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non-disadvantaged pupils. 5-10% of disadvantaged pupils have been 'persistently absent' compared to 1-5% of their peers during that period. Our assessments and observations indicate that absenteeism is affecting disadvantaged pupils' progress negatively.	<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>We will support pupils' good attendance through class teachers and leaders active promotion of the importance of good attendance alongside</p> <ul style="list-style-type: none"> <li>• Letters home</li> <li>• Offers of before and after school care</li> <li>• Collection of children</li> <li>• Involvement of EWO</li> </ul>

### Teaching

Budgeted cost: £57,000

### Wider strategies

Budgeted cost: £35,000

Total budgeted cost: £92,000



## Part B: Review of outcomes in the previous academic year (2021-22)

### Pupil premium strategy outcomes

This part of our report document the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Review: last year's aims and outcomes

Absence monitoring	
Aim	Outcome
Improve Pupil Premium attendance levels	<ul style="list-style-type: none"> <li>All class teachers closely tracked individual attendance</li> <li>Phone calls made on the first day of absence</li> <li>Created positive links with families</li> <li>Worked with families and the EWO to support and challenge children with attendance below 90%</li> <li>Weekly updates of class and individual attendance by Deputy</li> <li>Letters home to parents of pupils below 90%</li> <li>Deputy and SENDCO met weekly to discuss attendance and address concerns</li> </ul>
Absence of Lowther PPG pupils	8.5%
Absence average nationally	4.6%

Wider School life opportunities	
Aim	Outcome
To provide opportunities to develop potential and participate in all aspects of school life	<ul style="list-style-type: none"> <li>All children eligible for the grant were supported to participate in a wide range of activities across the school curriculum</li> <li>Provided pastoral support and positive relationships to enhance children's experience at school with opportunities beyond the basic curriculum. The provision boosted social development, improved learning, helped to build future life skills and helped to underpin better behaviour</li> </ul>
After school clubs	26 PPG children supported
Breakfast club	9 PPG children supported
After School club (fit for sport)	14 PPG children supported
School trips and visits	£400 allocated per year group
Uniform and school equipment	20 PPG children supported
Residential trips	5 xY4 and 8 xY6 PPG children supported
Pastoral support to reduce the frequency of behaviour incidents which restrict learning of target children and the wider school community	20 PPG children supported





## Lowther Primary School: Pupil Premium Statement

Y1 Phonics	
Aim	Outcome
Improve Pupil Premium achievement in Phonics by the end of Year 1	<ul style="list-style-type: none"> <li>Strategic interventions, working alongside quality first teaching, give excellent learning experiences in the classroom</li> <li>Targeted support provided for pupils without GLD from EYFS</li> <li>Closed the gap in attainment for PP pupils in phonics</li> <li>Provided targeted support for Pupils in Y1 who were not on track to the pass score in the screening check in Y1 (daily reading and phonics.)</li> <li>Provided pupils with the opportunity to focus on aspects of the core curriculum which require further teaching or consolidation</li> </ul>
Percentage of PPG pupils achieving the expected standard at Lowther	67% (4/6 pupils)
Percentage of all PPG pupils achieving the expected standard at Lowther	86%
Percentage of non-PPG pupil achieving the expected standard nationally	76%

Y2 Reading, Writing and Maths combined	
Aim	Outcome
Improve Pupil Premium achievement in core subjects by the end of Key Stage 1	<ul style="list-style-type: none"> <li>Strategic interventions, working alongside quality first teaching, gave excellent learning experiences in the classroom</li> <li>Targeted support for pupils without GLD from EYFS</li> <li>Provided targeted support for Pupils in Y2 who did not achieve the pass score in the screening check in Y1 (daily reading and phonics)</li> <li>Closed the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths</li> <li>Provided opportunities to develop potential and participate in all aspects of school life, to support engagement in learning and link to other areas of the curriculum</li> <li>Provided pupils with the opportunity to focus on aspects of the core curriculum which required further teaching or consolidation</li> </ul>
Percentage of PPG pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	33% (3/9 pupils)
Percentage of PPG pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	67%
Percentage of all pupils achieving the expected standard in Reading, Writing and Maths nationally	54%



## Lowther Primary School: Pupil Premium Statement

Y6 Reading, Writing and Maths combined	
Aim	Outcome
Improve Pupil Premium achievement in core subjects by the end of Key Stage 2	<ul style="list-style-type: none"><li>Provided support tailored to develop confidence and participation in larger groups</li><li>Provided targeted support for Y6 Pupils who did not achieve the expected standard in Y2</li><li>Closed the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths</li><li>Strategic interventions, working alongside quality first teaching, gave excellent learning experiences in the classroom</li><li>Provided opportunities to develop potential and participate in all aspects of school life, to support engagement in learning and link to other areas of the curriculum</li><li>Provided pupils with the opportunity to focus on aspects of the core curriculum which required further teaching or consolidation</li></ul>
Percentage of PPG pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	44% (7/16 pupils)
Percentage of all pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	59%
Percentage of all pupil achieving the expected standard in Reading, Writing and Maths nationally	58%

**Summary of Lowther's intent for use of the Pupil premium grant:** The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Assuring the best possible learning experiences in the classroom
- Having targeted support for pupils with vulnerable attendance
- Closing the gap in attainment for PP pupils in core subjects
- Improving independence and developing social skills and mental well-being
- Providing opportunities to develop potential and participate in all aspects of school life