

## Pupil Premium Strategy Statement 2023 – 2025

### School Overview.

<b>Summary</b>	<b>Information</b>
School Name	Lostock Hall Primary School
Pupils in school	182
Proportion of disadvantaged pupils	8% - 15 children
Pupil premium	£32,00 – 22/23    £27,730 – 23/24
Academic year or years covered by statement	2023-2025
Publish Date	December 2024
Review Date	October 2025
Statement authorised by	Mr G. Hamilton
Pupil premium lead	Mrs J. Myers
Governor Lead	Mrs B. Sigley

Disadvantaged demographics

2023/2024

<b>Cohort Demographics</b>	<b>Information</b>
Females	3 – 20%
Males	12 – 80%
Ever6 FSM	Reception – 0 Year 1 – 4 Year 2- 1 Year 3 -1 Year 4 - 3 Year 5 – 2 Year 6 – 4
SEND	3
EHCP	3
EAL	1

Disadvantaged pupil progress scores from last academic year

Measure end of KS2 2022/23	Score
Reading 2 children	+1.6
Writing 2 children	+1.0
Maths 2 children	-5.1

Measure end of KS 1 2023-24	Pupils eligible for funding (PP)	Pupils not eligible for funding (other)	National Performance	Local authority performance
<b>23 children</b>	<b>1</b>	<b>22</b>		
Making EXS in reading	0%	78%	68	70
Making EXS in writing	0%	74%	60	62
Making EXS in mathematics	0%	78%	70	73
Meeting expected standard at KS1 – RWM combined	0%	78%	60	62
Achieving high standard at KS1 – RWM combined	0%	35%		

Measure end of KS 2 2023-24	Pupils eligible for funding (PP)	Pupils not eligible for funding (other)	National Performance	Local authority performance
	<b>1</b>	<b>27</b>		
Making EXS in reading	100%	86%	74%	78
Making EXS in writing	100%	93%	72%	73
Making EXS in mathematics	100%	93%	73%	76
Meeting expected standard at KS2 – RWM combined	100%	82%	61%	63
Achieving high standard at KS2 – RWM combined	0%	7%	8%	6%

## **Statement of Intent.**

At Lostock Hall Primary school we believe firmly in our vision 'Fun and Excellence'.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teacher/using-pupil-premium>

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

### 1. Teaching

Investing in high-quality teaching, for example:

- Training and professional development for teachers
- Purchasing high quality teaching resources

### 2. Targeted academic support

Additional support for some pupils focussed on their specific needs.

### 3. Wider approaches

Support for non-academic issues that impact success in schools, such as attendance, behaviour and social and emotional challenges. For example:

- School Before and After-school club
- Help with the cost of educational trips or visits
- Participation in after-school activities such as football and dance

Our main objectives are to ensure that:

- Early identification of need is robust
- Quality first teaching is the most important factor in ensuring every child achieves to their full potential
- The progress of disadvantaged pupils has a high profile within school

Strategies we use are:

- Identifying needs  
Staff assess the progress of PP children regularly. During our half-termly progress meetings, these children are discussed and any further support needed is identified.
- Identifying barriers to learning  
We recognise all pupils can experience many barriers to their learning. We believe it is vital these are identified and addressed to ensure that pupils can meet their maximum potential.
- Working with parents  
Every year we meet with the parents of the children who receive PP funding. We discuss what areas they feel we could support their child further and them as a family.

## Key Priorities for disadvantaged pupils 2023– 2025

Measure	Activity
Priority 1	<p>Maintain levels of high attainment. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupil's progress.</p> <p>IDSR data shows that over the last year our level of absences was in the lowest 20% compared to all schools. We will work to maintain this.</p>
Priority 2	<p>Children to meet the expected standard at KS1 and KS2. Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged children. However, IDSR indicates there are no significant groups??</p>
Priority 3	<p>Provide children with more opportunities for physical exercise and access to wider school opportunity such as after-school clubs and school visits/trips.</p>
Priority 4	<p>Develop mastery approach in teaching mathematics across the school.</p>
Priority 5	<p>Developing oracy, skills and knowledge within speaking and listening, for all children.</p>
	<p><b>Priority 1:</b> Outside factors may affect children's attendance. Parents may need support. Parents are unaware of suggested timescales for absences due to specific illnesses.</p> <p><b>Priority 2:</b> Less parental support. Lower self-esteem and confidence in specific areas. Baseline assessments are lower than the rest of the cohort.</p> <p><b>Priority 3:</b> Access to extra-curricular activities due to cost. Parental understanding of importance of physical exercise.</p> <p><b>Priority 4:</b> Introduction of new whole school maths scheme. Training needed for staff to ensure all secure in the approach.</p> <p><b>Priority 5:</b> Develop oracy across the curriculum.</p>

Priority	Aims	Measure	Success criteria/Actions	Target Date	Estimates costs (projected spending) 2024-25
1. Increase number of children with 100% attendance	To work with parents to support them in increasing their child's attendance. To ensure PP children's attendance data is in line with others.	Attendance data.	<ul style="list-style-type: none"> <li>Increased attendance in school will see an improvement in children's attainment.</li> <li>Overall attendance will remain in line with NA.</li> <li>Purchase attendance officer (LA) support</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly attendance meeting with LA attendance officer.</li> </ul>	£1000
2. Children to meet the expected standard at KS1 and KS2	To achieve the KS1 and KS2 national average in reading, writing and maths.	Standardised test data Assessments from group mentoring sessions.	<ul style="list-style-type: none"> <li>Higher percentage of children achieving national expectation in reading, writing and maths.</li> <li>Disadvantaged to achieve in line with non-disadvantaged.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly progress tracking to ensure on-track to meet</li> <li>End of year assessment – July.</li> </ul>	£750 – Little Wandle
3. Provide children with more opportunities for physical exercise	To give children access to more physical exercise who do not have access to hobbies or activities outside of school. To improve the physical health of the children who do not have access to hobbies or activities outside of school.	Pupil voice surveys After-school club registers	<ul style="list-style-type: none"> <li>The attendance of identified Children at physical activities outside of school is increased.</li> <li>Half-term holiday sports camp.</li> <li>P.P funding used to provide individual access to wrap around/wider opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly</li> </ul>	£511.15 – per year
4. Develop mastery approach	To ensure the teaching of mastery in mathematics	Observations. Standardised test data.	<ul style="list-style-type: none"> <li>Mrs Myers to work with maths hub.</li> </ul>	<ul style="list-style-type: none"> <li>September 2025</li> </ul>	£4702

to teaching mathematics across school.	across the school. This gives the same opportunities for all children to achieve at the same level.		<ul style="list-style-type: none"> <li>• Ensure consistent approach to the maths no problem scheme across the school.</li> <li>• Monitor impact of the scheme and evaluate impact.</li> </ul>		
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**Activity in this academic year.**

This details further how we intend to spend our pupil premium to address the challenges listed above.

<b><u>Activity.</u></b>	<b><u>Evidence that supports this approach</u></b>	<b><u>Priority numbers addressed</u></b>
Develop subject leadership so that all the curriculum meets the needs of all learners and subject knowledge develops, meaning that children receive quality first teaching. Subject leaders will be given specific time for subject leadership time out of the classroom to enable them to fulfil their role. Staff to work alongside other schools both in the trust and PDA to enhance the leadership of their subject.	Curriculum knowledge will mean teaching is strong. Subject leaders will know about the impact on disadvantaged pupils through clear monitoring.	2, 4
Engage with parents of children who are receiving PP funding to discuss the support that school could provide their child/family with.	The EEF toolkit states; 'There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance'. It goes on to show that parental engagement has a positive impact on average of 4 months'	3, 1

	additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
Support the participate of children receiving PP funding with all school trips/outings. Enable them to take part in after-school clubs that come at a cost to parents.	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. As stated in the EEF</p> <p>‘To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage.’</p>	3

**Part B: Review of outcomes in the previous year.**

**Pupil premium strategy outcomes.**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p>All children achieved in line with predictions.</p> <p>Data shows that attendance remained within the lowest 20%. Our disadvantaged pupils at 95.8% attendance.</p> <p>All children have been able to access all educational visits and trips. This is extending their learning beyond the classroom and providing them with opportunities they may not otherwise have been given.</p>
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The purchase of 'Maths No Problem', has had a very positive impact across the school. From pupil voice, children report they are now enjoying maths lessons much more and feel more confident in the subject. We are currently in the impact stage of this implantation process and will be able to produce valid data next year to show statistical impact.

100% of our disadvantaged children achieved at expected or higher standard at the end of KS2.