

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lostock Hall Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	22 children = 13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Mr G. Hamilton
Pupil premium lead	Mrs J. Myers
Governor / Trustee lead	Mrs B. Sigley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2900 £2227.50 –school-led tutoring grant
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	£32,027.50

# Part A: Pupil premium strategy plan

## Statement of intent

At Lostock Hall Primary School, we aim to provide inspiring, creative and collaborative learning opportunities where children are encouraged to reach their full potential. We are committed to providing the highest quality education for all children regardless of background and barriers to learning, in every aspect of school life. We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy closely aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions matching pupil premium use with wider school improvements and improving readiness to learning,

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experience, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will look to narrow the gap beginning with universal support through Quality first teaching to support Pupil Premium and non-pupil-premium children. This will be followed by a targeted set of interventions chosen following diagnostic assessment of needs. We will also employ wider strategies to meet the broader needs of those children with barriers to attainment and progress.

### Explore

- Systematically explore appropriate programmes and practices.
- Examine the fit and feasibility within the school.
- Identify a key priority that we can address.

### Prepare

- Develop a clear, logical and well-specified plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations.

### Deliver

- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support.
- Drive faithful adoption and intelligent adaptation.

### Sustain

- Plan for sustaining and scaling the intervention from the outset.
- Continually acknowledge, support and reward good implementation practices.
- Treat scale-up as a new implementation process.

## Challenges

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

Challenge number	Detail of challenge
1	Children to meet the expected standard in writing at KS1 + 2
2	Support gaps in children's attainment due to Covid-19 in core subjects
3	Support children's mental well-being and enhance social skills
4	Ensure all children can access all aspects of school life including extra-curricular
5	Ensure all children can access all areas of the classroom – metacognition elements

**Barriers to learning that these challenges address;**

Challenges 1, 2, 3: School closed to most pupils from March 2020 to September 2020. Pupil mental health and wellbeing. Changes to in school routines. Periods of blended learning during 2020-21 as a result of self-isolation and lockdowns (local and national). Pupil and parental mental health. Self- confidence and self- esteem following a long absence from school. Difficulties settling back into new routines and following social distancing measures

Challenges 3, 5: Pupils confidence in use of and motivation to use self-regulation and independent learning. Pupil ability to be independent learners and avoid desktop truancy. Teacher confidence in teaching pupils about metacognition and self-regulation. Building positive relationships with parents that are triangulated to support the best outcomes for the pupil. Being ready and motivated to learn.

Challenge 4: Access to extra-curricular activities due to cost. Parental understanding of importance of physical exercise.

## Intended outcomes

Intended outcome	Success criteria
Higher percent of children achieving national expectation in writing	10% + children to achieve greater depth writing at KS2.  This will be monitored through school tracking systems, Internal moderation and classroom-based assessments
Fill gaps caused by covid-19 in children's education with targeted tuition	In school, tracking data and end of Key Stage (KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year.

	<p>Attainment for disadvantaged in line with others at the end of ks2.</p> <p>Gaps caused by school closure will be filled.</p>
<p>Ensure Pupil premium children can access all learning opportunities - metacognitive</p>	<p>Sustained high levels of wellbeing ascertained by: pupil voice, parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Meet the needs of all children's well-being and emotional needs</p>	<p>Use of 'Happy Minds'</p> <p>Attendance at BC/ASC</p> <p>Review PSHE curriculum</p> <p>Attendance of PP children to be greater than 95%</p> <p>Reduction in the % of children referred to CAHMS</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: £ 24,098.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase whole-school writing scheme	Improving quality first teaching for all – feedback for improvement.  Raising the standard of writing is a key priority on the school development plan.  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1
Happy Minds PHSE programme introduced in all classes	NHS approved scheme. Teacher survey shows 45% reduction in CAHMS referrals in settings where this programme was introduced.  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £ 5292 (NTP) £2227 – school lead

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	There is moderate evidence to show that small group tuition can be an effective method to support pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2 3

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

Budgeted cost: £ 410

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Children to be invited to attend ASC and extra-curricular activities	Through discussions with children and parents, it was evident that some children were not able to access these due to the cost.  Children's social skills were highlighted by class teacher as being poor  <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	4

**Total budgeted cost: £ 9, 029**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in reading, writing and maths. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of google platform for virtual teaching.

### Pupil premium funding

How did you spend your service pupil premium allocation last academic year?	<p>Priority 1; Support the welfare and education of children during and after covid-19</p> <p>Through well-being groups provided by trained teaching assistants.</p> <p>Regular contact to home from class teachers to those children not in school during local and national lock-downs.</p> <p>Priority 2: Children to meet the expected standard of KS1 and KS2</p> <ul style="list-style-type: none"><li>- Targeted intervention groups ran to fill gaps identified through COVID-19</li></ul> <p>Priority 3: Provide children with more opportunities for physical exercise</p> <ul style="list-style-type: none"><li>- Support children's mental well-being and enhance social skills</li><li>- Children attend ASC and LS hobbies</li></ul>
What was the impact of that spending on pupil premium eligible pupils?	<p>Priority 1; Support the welfare and education of children during and after covid-19</p> <ul style="list-style-type: none"><li>• Classroom observations; self-esteem and resilience from children increased. Teachers observed pupil interaction with others and self-management of emotions.</li></ul>

- During lock-down, teachers' ensured 100% of pupils accessing online work and had some form of interaction with class teacher through on-line lessons or phone calls home.
- A survey conducted to parents May 2021 to find out parent's views on their children's support during lockdown;
- **Q** – School has provided the right level of support during lockdown; 58.1% - strongly agree 38.7 – agree

Priority 2: Children to meet the expected standard of KS1 and KS2

- Phonics intervention group:
- Increase from 43% pass rate to 96% (20/21 data)

• **End of KS1 data:**

Measure end of KS 1 2018-19	Pupils eligible for funding (PP)	Pupils not eligible for funding (other)	National Performance		Local authority performance
			PP (Like for like)	Other	
Making EXS in reading	1 100%	20 100%	78%	75	77
Making EXS in writing	1 100%	18 90%	73%	69	70
Making EXS in mathematics	1 100%	20 100%	79%	76	76
Meeting expected standard at KS1 – RWM combined	1 100%	18 90%	65%	74	70
Achieving high standard at KS1 – RWM combined	1 0	4 19%	11%	12	11

Measure end of KS 2 2018-19	Pupils eligible for funding (PP)	Pupils not eligible for funding (other)	National Performance		Local authority performance
			PP (Like for like)	Other	
Making EXS in reading	1 100%	17 95%	78%	73%	77
Making EXS in writing	1 100%	17 95%	83%	78%	79
Making EXS in mathematics	1 100%	15 83%	32%	79%	80
Meeting expected standard at KS2 – RWM combined	1 100%	15 83%	71%	65%	66
Achieving high standard at KS2 – RWM combined	1 0	15 26%	13%	11%	8

**These levels informed our decision to continue with 1-2-1 tuition support for those children not achieving at expected standard by end of ks1 and 2.**

Priority 3: Provide children with more opportunities for physical exercise

- Children attending LS hobby and B/ASC. The children who potentially would have needed SEC intervention did not need to be placed on first concerns.

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children to meet the expected standard of KS1 and KS2 <ul style="list-style-type: none"><li>- Targeted intervention groups ran to fill gaps identified through COVID-19</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	For the 1 service pupil; <ul style="list-style-type: none"><li>- Maths intervention group;</li><li>- Increase from Below national – National.</li></ul>