

Pupil Premium Strategy Statement 2020 – 2023

School Overview.

| Summary | Information |
|---|---|
| School Name | Lostock Hall Primary School |
| Pupils in school | 163 |
| Proportion of disadvantaged pupils | 15 % - 25 children <ul style="list-style-type: none">• 21 FSM - (13%)• 3 Ever 6 - (2%)• 1 Service - (1%)• LAC – 0• Post LAC - 0 |
| Pupil premium | £18,830.00 |
| Academic year or years covered by statement | 2020-2023 |
| Publish Date | 11/01/2021 |
| Review Date | September 2021 |
| Statement authorised by | Mr G. Hamilton |
| Pupil premium lead | Mrs J. Myers |
| Governor Lead | Mrs B. Sigley |

Disadvantaged demographics

2020-21

| Cohort Demographics | Information |
|----------------------------|---|
| Females | 18 – 72% |
| Males | 7 – 28% |
| Ever6 FSM | Reception – 3 Year 1 – 3 Year 2- 2 Year 3 – 4 Year 4 – 4 Year 5 – 5 Year 6 – 3 (+ 1 forces) |
| SEND | 16 |
| EHCP | 7 |
| EAL | 11 |

Disadvantaged pupil progress scores from last academic year (N.B. as testing was suspended for academic year 2019-2020 due to covid-19, this is the data for the 2018-2019 academic year.

| Measure end of KS2 2018-19 (1 child) | Score | National Average for disadvantages pupils (like for like) |
|--------------------------------------|-------|---|
| Reading 1 ch | 4.32 | 0.31 |
| Writing 1 ch | -5.36 | 0.25 |
| Maths 1 ch | -7.66 | 0.71 |

Disadvantaged pupil performance overview from last academic year (N.B. as testing was suspended for academic year 2019-2020 due to covid-19, this is the data for the 2018-2019 academic year.

| 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 | 20 | 100% | 78 | 77 |
| Making EXS in writing | 1 | 20 | 100% | 73 | 70 |
| Making EXS in mathematics | 1 | 20 | 100% | | 76 |
| Meeting expected standard at KS1 – RWM combined | 1 | 20 | 100% | 16 | 70 |
| Achieving high standard at KS1 – RWM combined | 1 | 20 | 0% | 17 | 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 | 20 | 100% | 78% | 77 |
| Making EXS in writing | 1 | 20 | 0% | 83% | 79 |
| Making EXS in mathematics | 1 | 20 | 0% | 84% | 80 |
| Meeting expected standard at KS2 – RWM combined | 1 | 20 | 0% | 71% | 66 |
| Achieving high standard at KS2 – RWM combined | 1 | 20 | 0% | 13% | 8 |

Key Priorities for disadvantaged pupils 2020 – 2023

| Measure | Activity |
|--|---|
| Priority 1 | Support the welfare and education of children during and after covid-19 |
| Priority 2 | Children to meet the expected standard at KS1 and KS2 |
| Priority 3 | Provide children with more opportunities for physical exercise |
| Priority 4 | Support children’s mental well-being and enhance social skills |
| Barriers to learning that these priorities address | <p>Priority 1: School was closed to most pupils from March 2020 to September 2020. Pupil’s mental health and wellbeing affected. Changes to the school routine. Different teachers. Periods of blended learning during 2020-21 because 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.</p> <p>Priority 2: Gaps in children’s learning due to Covid-19. Less parental support. Lower self-esteem and confidence in specific areas. Baseline assessments are lower than the rest of the cohort.</p> <p>Priority 3: Access to extra-curricular activities due to cost. Parental understanding of importance of physical exercise.</p> <p>Priority 4: Only-child. Home situation. Lack of access to extra-curricular activities.</p> |

| Priority | Aims | Measure | Success criteria/Actions | Target Date | Estimates costs (projected spending) 2020-21 |
|--|---|---|---|---|--|
| To support the welfare of children during and post Covid-19 | To achieve a smooth positive transition through a variety of changes (re-opening of school, new bubbles, periods of self-isolation, class and year group transitions, new and adapted curriculums ensuring that they are broad and balanced). To ensure that emotional health does not impact negatively on pupil's ability to learn | Attendance and lateness data Bubble isolation overtime Access to remote learning – google classrooms Behaviour Subject planning Gaps in children's learning SENDCO referrals for social and emotional support | <ul style="list-style-type: none"> • Communication with parents and children who are home-schooling on a regular basis • Subject leaders to monitor coverage through planning. • 1-2-1 tutoring for identified children who have gaps due to COVID-19 • Increased PSHE curriculum • Source technology for those who have no access | <ul style="list-style-type: none"> • Attendance data half termly • Bubble isolations-critical incident reporting half termly • Accessing remote learning – half termly • Behaviour – half termly • Subject leader monitor – half termly • 1-2-1 tuition from January 2021 onwards | 1-2-1 tuition – £4410 (Covid Catch up premium) Technological support for disadvantaged children - £2880 (Covid catch up premium) + 5 provided by Government |
| 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"> • Higher percentage of children achieving national expectation in reading, writing and maths. | <ul style="list-style-type: none"> • Half-termly progress tracking to ensure on-track to meet • End of year assessment – July. | H.T. Salary - (Contracted payroll) |
| 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 | Pupil voice surveys Little Sports registers | <ul style="list-style-type: none"> • The attendance of identified Children at physical activities outside of school is increased. • Attendance at extra sessions with Little Sports within the school day. | <ul style="list-style-type: none"> • Half-termly | Little Sports Coaching Costs - £1032 (Sports Funding) £344 £940 (Sports Funding) |

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|---|--|---|---|---|--|
| | hobbies or activities outside of school. | | <ul style="list-style-type: none"> • Half-term holiday sports camp. | | |
| Meet the identified children's well-being and social needs. | Promotion of academic progress through supporting and promoting pupil's welfare. | Observations Feedback from staff and parents Behaviour SENDCO referrals for social and emotional support | <ul style="list-style-type: none"> • Attendance at BC/ASC • Participation in focused well-being group. • Increased PSHE curriculum | <ul style="list-style-type: none"> • Renewed half-termly to access impact • Well-being group to commence once school re-opens fully | DA salary (contracted salary) BC/ASC children – £328 |