

# Pupil premium strategy statement 2023 review

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	Lowther Endowed School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Carla Weild (head teacher)
Pupil premium lead	Carla Weild
Governor lead	Simon Cooper (Governor lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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 good 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 attainers. We ensure that their social skills are also progressed and that they have the same opportunities as their peers (ie to access trips, out of school activities and music lessons).

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and families who are struggling financially. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching and learning is at the heart of our approach, with a 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. Our strategy is also integral to wider school plans for continued education recovery, including in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. They also have less access to books and support at home. This negatively impacts their development as readers.

3	Internal and external assessments indicate that reading/writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils were impacted by partial school closures in 2020-21 to a greater extent than for other pupils, and continue to be impacted by extended illness. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and reading.
5	Our assessments, observations and discussions with pupils and families have identified wider financial, social and emotional issues for many pupils, notably a lack of enrichment and social opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments, observations indication significantly improved oral language among disadvantaged pupils (triangulated with engagement in lessons, book scrutiny and on-going formative assessment.)
Improve reading attainment among disadvantaged pupils	FFTaspire data/Phonics assessments/NTS reading assessments show marked increase in attainment especially for disadvantaged pupils  KS2 reading outcomes by 2024/25 show that there is an increase of disadvantaged pupils meeting the expected standard
Improve maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that there is an increase of disadvantaged pupils meeting the expected standard
To achieve and sustain improved well-being for all pupils in our school particularly disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by:- <ul style="list-style-type: none"> <li>• qualitative data from student voice, parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among the disadvantaged pupils</li> <li>• Improved and sustained attendance (including improved lateness)</li> </ul>

## 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: £10,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NTS reading and maths, GAPS) and purchase of FFT Aspire to record and track all assessments</p> <p>On-going training for staff to ensure assessments (including new phonics scheme assessments) are interpreted and administered</p> <p>On-going training to use and include further foundation subjects on the FFT aspire assessment system to track pupils</p> <p>2023 update: Tests embedded into assessment cycle; data interpreted and fed back into teaching cycle: continue</p> <p>Phonics assessments used half termly and training undertaken: continue</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weakness of individual pupils and cohorts to ensure they receive the best additional support in class and through interventions</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Develop use of a DFE validated Systematic Phonics programme to secure strong phonics teaching for all pupils (Essential Letters and Sounds)</p> <p>Training to use this and time for TA/class teacher to share knowledge with KS2 staff (Funded by English Hub)</p> <p>Interventions for lowest 20% delivered 1:1 daily (school funded)</p> <p>On-going training for all staff to deliver phonics teaching (school funded)</p> <p>2023 review: ELS now part of school day for R/1 and 2 for catch up. Working really well and results show improved results 6/7 pass and 2/2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2

resits (Year 2): continue with training/engagement with hub		
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to plan and understand NNW Hub Maths Mastery Number program to enable them to deliver this in KS1/EYFS each day together with support from Maths Lead (AM) in school</p> <p>2023 review: Maths mastery working well and showing good early results alongside Power Maths scheme; investigate sending KS2 TA on NNW Hub training course (4 sessions)</p> <p>Release time required for TA and EYFS/Year 1 teacher to plan/gather resources/assess</p>	<p>This program will continue to embed a stronger number sense and understanding in our KS1 class. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p><a href="#">Mastering Number   NCETM</a>  <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p>	2

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment of a programme to improve listening, narrative and vocabulary skills including for disadvantaged pupils who have relatively low spoken skills</p> <p>(Using materials supplied and supplemented by NELI)</p> <p>2023 review: This proved too time-consuming for us to deliver in school to a small number; resources were used to supplement class learning; will be used for one EYFS PP pupil informally within lessons/1:1 time</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1, 4
<p>Additional phonics sessions targeted at our disadvantaged pupils who require further phonics support (ELS Intervention)</p>	<p>Phonics approaches have a strong evidence base indication a positive impact on pupils and it will hugely impact on their reading ability (benefitting all other areas of learning).</p>	2

<p>Toe by Toe programs (daily where needed for UKS2) - 2023 Review: showing success therefore on-going for 2 PP pupils</p> <p>Use of Power by 2 Maths program for 1 child in Year 5 (similar to TbT)</p>		
<p>Using HLTA/teachers to provide 1:4 catch up groups and extra tuition where needed (Maths/writing/reading)</p> <p>2023 review: continuing – although HLTA is now covering more PPA due to head teacher commitment being increased significantly. Catch up one to one/groups is vital and on-going with Tas supporting children both in class and for extra support to ensure continuity of learning. Volunteer readers are used to support reading for all PP children first.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective methods to support low attainment pupils or those failing behind.</p>	4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Group social skills or 1:1 work using the ELSA (ED) (see below) or other activities that support needs as identified</p> <p>2023 Review: this has proved the most useful strategy in both small groups and 1:1 where needed. Many children have benefitted and on- going</p> <p>Room redesigned to provide a safe space (Nurture room) for this purpose</p>	<p>Targeted interventions can have position overall effects both on learning and behaviour</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4

<p>Music lessons/After School club activities/residential and trip costs</p> <p>2023 Review: Music lessons proved a really useful intervention for 2 children (helped one with emotional wellbeing) but peripatetic teacher unable to deliver in 2023</p> <p>Funding will be offered to families (PP) to support with external trips/out of school clubs and grants will be applied for to supplement residentials (ie Penrith Lions)</p>	<p>Ensuring that all pupils have the same opportunities is essential for well-being</p> <p>Both music and exercise improve well-being and a positive mindset, making learning more possible.</p> <p><a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>
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**Total budgeted cost: £ 6,500**

## 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 2020-21 and 2021 to 2022 academic year.

#### 2020-21

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

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 use of Google Classroom, live catch-ups, offer of lock-down school for some families and online resources such as those provided by Oak National Academy. However, not all families engaged despite the provision of technology.

Our assessments and observations indicated that pupil attainment, socialisation and wellbeing were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### 2021/22

Assessment and observations continue to indicate that pupil attainment and wellbeing continue to be impacted by on-going issues after the pandemic, including absence and extended illness. Pupil premium funding continues to be used to support wellbeing where it is needed and one to one or small group intervention/support sessions.

Number Sense delivered in KS1 showed a good improvement in data for maths across all children and will continue this academic year.

KS2 results (6 children) – pupil premium children made marked progress from KS1; small classes, extra support in small groups, support for well-being made a significant



impact, as well as supporting successful transition to secondary school. KS1 results/phonics also showed good progress for children in receipt of funding. However, it showed that extra support for children in Year 2 and Year 3 this academic year should still be targeted to continue to raise attainment. Small numbers prevent further detail, as these children could be identifiable.

All children in receipt of funding were able to assess after school and before school provision where needed (including breakfast club), extra-curricular sports, music lessons and visits including the school residential. These all made a significant impact on well-being, which in turn supported and continues to support learning in class.

### 2022-2023

Assessment and observations continue to indicate that pupil attainment and wellbeing continue to be impacted by on-going issues after the pandemic and in light of financial hardship, including absence. Absence from illness has reduced. Pupil premium funding continues to be used to support wellbeing where it is needed and one to one or small group intervention/support sessions. A nurture room has now been developed to further support those in need.

Number Sense delivered in KS1 showed a good improvement in data for maths across all children and will continue for its third year. Application was made for staff to go onto the KS2 training and are on a waiting list.

KS2 results (9 children) – pupil premium children made marked progress (although this cohort did not sit their SATs) - small classes, extra support in small groups, support for well-being made an impact. However, one pupil premium child who would have shown significant progress missed the SATs due to holiday. Internal assessments show good progress for KS1 children in receipt of funding but this isn't yet showing as achieving at expected standards. Assessments continue to show that extra support for most children in receipt of funding continue to need further academic support (some in small groups, some one to one and some benefit by being in small classes) to continue to raise their attainment. Small numbers still prevent further detail, as these children could be identifiable.

All children in receipt of funding were able to assess after school and before school provision where needed (including breakfast club), extra-curricular sports, music lessons and visits including the school residential. These all made a significant impact on well-being, which in turn supported and continues to support learning in class. All children access two blocks of forest school sessions, which works on independence, team building, resilience and enjoying the outdoors; we believe this makes a significant impact on the well-being of the whole school.

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## Further information

*As a small school, we ensure that we get to know each child and their families and circumstances. We tailor our support to the child and their needs. This may be by offering a range of high quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities continue to focus on building life skills such as confident, resilience and socialising. Disadvantaged pupils will be engaged to attend. At school this may be in the form of help with accessing trips, music lessons, attending after school club to provide access to social activities that they would otherwise not be getting, as well as academic support that internal and external assessments show they need.*

*We have a trained a member of staff as an ELSA (Emotional Literacy Support leader) to deliver 1:1 or small group work for children showing behavioural, emotional or friendship challenges. Sessions are held weekly for approximately 6 weeks, where it is reviewed.*

*We have small classes and pupil premium funding supports this (together with TA support that allows phonics/maths teaching in small groups relevant to year group/attainment). We believe high quality first teaching is the most effective way to support and teach all pupils.*