



Lovers' Lane Primary and Nursery School

Pupil premium strategy statement 2021-2023

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	Lovers' Lane Primary and Nursery School, Newark, Nottinghamshire
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	41% PP, 36% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	07-12-2021
Date on which it will be reviewed	December 2023
Statement authorised by	FGPPC Committee/ ratified FGB
Pupil premium lead	Miss J Hodgkinson
Governor / Trustee lead	Mr Richard Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,355
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,345



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, whatever their background or the challenges faced in their lives, make good progress and achieve well across all subjects. This should be reflected in high levels of attainment and progress that they achieve. The central focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the best they can and achieve their potential and for those who are high achievers to also progress as well as they can in line with their potential.

We are highly aware of the challenges faced by some of the vulnerable pupils in our care, especially those with social worker support or who are young carers, including those who have had similar challenges in their pasts. The activity in this strategy plan is aimed at supporting the needs of vulnerable pupils in our school, whether disadvantaged or not.

'Quality First' teaching is the main priority in our approach, with a special focus on areas identified as needing more support for disadvantaged pupils. This has been seen in research and over time to impact most on closing the gap between disadvantaged pupils on attainment, also benefitting those who are not disadvantaged. All pupils benefit from 'Quality First' teaching. We expect high attainment and progress rates to be achieved by all pupils, so non-disadvantaged pupils should not fall behind and should continue to thrive while the gap between disadvantaged pupils and non-disadvantaged pupils closes.

At Lovers' Lane, our strategy for supporting disadvantaged pupils also is part of the wider school plans for education recovery following the COVID pandemic, this is through targeted support using the recovery funding for 1:1 or small group tutoring of pupils whose education has been worst affected, including non-disadvantaged pupils. The school has trained a TA as a tutor to deliver this support through the National Tutoring Programme.

Our approach will be targeted to respond to both individual needs and common challenges which are identified through analysis of assessment and evidence to support strategic decision making. The approaches adopted complement each other to create a more holistic approach to helping pupils fulfil their potential. We will ensure approaches taken are effective by

- ensuring that disadvantaged pupils are challenged in the work they are set;
- making sure that we act early when needs are identified;
- taking a whole school approach where all staff are responsible for the outcomes of disadvantaged pupils and have high expectations of what they can achieve. This is especially important, due to the high proportion of disadvantaged pupils in our school.



Challenges

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

Challenge number	Detail of challenge
1.	<p>Improve reading, writing and maths outcomes</p> <p>Internal assessments and external validation from July 2021 indicate that in both reading and writing outcomes for disadvantaged children are lower than non-disadvantaged children, across Years 2 - 6. However, in Year 1 end of year data, disadvantaged outperformed non-disadvantaged children in attainment. Across the school outcomes for both disadvantaged and non-disadvantaged pupils are below National.</p> <p>Recent data shows that at the end of KS1 disadvantaged pupils outperform non-disadvantaged in maths and at the end of KS2 pupils disadvantaged are broadly in line with non-disadvantaged pupils in maths outcomes. However, outcomes in maths across are below National, so this is still a priority area.</p>
2.	<p>EYFS outcomes</p> <p>On entry to Reception class last year (2020), 75% (3 out of 4 children) of our disadvantaged pupils arrived below age-related expectations to achieve GLD compared to 50% (6 out of 12 children) of other pupils. This impacts on outcomes in Reading, Writing and Maths in KS1 and KS2.</p> <p>Pupils join the school with very low starting points in EYFS (Nursery/ Reception), especially in Communication and Language.</p>
3.	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and as writers.</p>
4.	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped 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.</p>
5.	<p>Impact of the pandemic on education and well-being</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>



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	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Despite the provision of remote education, engagement from this cohort was lower than non-disadvantaged pupils.
6.	<p>Emotional Health and Well-being</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of routine, lack of contact with peers/ others out of the family home, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, which impacts on their attainment.</p> <p>Pupils' confidence levels, ability to engage, focus, concentrate and show learner behaviour in lessons and around school have diminished with impact of the pandemic and school closures.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 26% of pupils (42/161) in school are on the SAFs register of vulnerable pupils/ requiring support from the School and Family Support (SAFs) Team in school. Of these pupils 43% (18/42) are disadvantaged and 14% (6/42) are SEMH linked.</p> <p>In analysis of our Safeguard software behaviour incidents reported, 28% of incidents reported involved Pupil Premium pupils and another 28% involved FSM pupils.</p>
7.	<p>Attendance and Persistent Absence</p> <p>Attendance data for disadvantaged pupils over the last 4 years has been between 93.07% and 91.82%. This is 2-4% lower than for non-disadvantaged pupils.</p> <p>26.41%- 18.75% of disadvantaged pupils have been 'persistently absent' compared to 15.60%- 9.49% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (by 2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading outcomes improve across the school.	<p>KS2 reading outcomes in 2022/23 show that more than 68% of disadvantaged pupils met the expected standard</p> <p>End of phase data and whole school tracking shows accelerated progress for PP children, in Reading.</p>



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	<p>Observations of phonics and guided reading provision reflect high quality teaching and impact on pupil outcomes.</p> <p>A higher % of pupils pass the phonics screening in Year 1 and retakes in Year 2.</p> <p>Interventions are successful across KS2 in closing phonics gaps.</p> <p>Children demonstrate a more positive attitude to reading for pleasure. A higher % of children read at home/ for pleasure.</p>
<p>Accelerated progress in writing for disadvantaged/ PP children.</p> <p>Writing outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p>KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p>
<p>Maths outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p>KS2 writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A greater understanding of language and vocabulary will be shown in reading and writing across all subjects.</p> <p>Interventions and a language rich environment will enable PP children to close the language gap.</p>
<p>Children engage well with planned learning and gain knowledge and confidence through a tailored approach to quality first teaching.</p>	<p>Observations reflect that children are ready to learn and engage well in learning opportunities across the curriculum.</p> <p>Monitoring shows that provision is tailored and responsive to the needs of all pupils.</p> <p>Monitoring of planning reflects progression and sequence of skills and knowledge, which supports pupils to commit learning to long term memory.</p> <p>Observations and discussions show that children's aspirations are increased.</p>



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	<p>Monitoring shows that the well-planned curriculum offer supports pupils to develop their personal interests for future learning/ aspiration.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents and bullying incidents are rare/ do not happen. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Provision through SAFS (School and Family Support) register is observed to be effective and some pupils can be removed from this register over time.</p>
<p>Parents engage in school life.</p>	<p>Registers of attendance show that parents attend planned sessions (eg workshops) to work with their child.</p> <p>Parent surveys reflect that parents feel comfortable and confident to be part of school life and to directly support their child's learning.</p> <p>Attendance at Termly Learning Conferences (TLCs) is increased.</p> <p>Reading diaries show an increase in reading at home.</p> <p>Increased number of pupils attend the reading reward events in line with school expectation weekly, term on term.</p>
<p>Sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall expected attendance rate for all pupils is 96%. • the percentage of all pupils who are persistently absent is less than national average for disadvantaged pupils (16.1%) <p>Families with ongoing persistent absence engage with support in attendance meetings with Attendance officer.</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: **£46,173**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading</p> <p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in phonics</p> <p>Purchase of a DFE validated Phonics programme (RWI) to secure phonics teaching for all pupils.</p> <p>Purchase reading books for pupils to support the new school reading spine in line with the curriculum offer.</p>	<p>Improving Literacy in KS2 KS2 Literacy Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Reading Comprehension strategies are a high impact on average (+6months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>3</p>
<p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in writing</p> <p>Purchase CPD and materials for staff to support implementation of Talk 4 Writing approach.</p>	<p>Improving Literacy in KS2 KS2 Literacy Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS2 https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1</p>



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<p>Coaching for staff as required.</p>	<p>.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Talk for Writing approach for consistency. Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: **£23,086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve early identification and intervention for pupils with speech and language/communication and language below their chronological age.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Consultant.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1</p> <p>2</p> <p>3</p>



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	Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3 5

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

Budgeted cost: **£23,086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on / review of behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Purchase ongoing ELSA support and CASY counselling subscription to support	Pastoral support for pupils can have positive overall effects: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6
Embedding principles of good practice set out in the DfE's advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance (EEF toolkit)	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £92,345



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

Pupil premium strategy outcomes

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

Aim	Outcome																																																				
<p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading</p>	<p>EYFS Nursery 2021 62.5% making expected or accelerated progress from starting points in reading. Attainment 0/8 = 0% achieved 30-50 months expected (ARE). F2 2021 8/16= 50% pupils achieved ELG in reading Reading continues to be a priority for EYFS pupils. KS1 2021</p> <table border="1" data-bbox="520 842 1238 958"> <thead> <tr> <th>Progress</th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>6</td> <td>-1</td> </tr> </tbody> </table> <p>KS2 2021 Attainment</p> <table border="1" data-bbox="520 1088 1206 1368"> <thead> <tr> <th></th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>18% (2)</td> <td>38% (5) 15% (2)</td> <td>-20%</td> </tr> <tr> <td>Year 4</td> <td>32%(2)</td> <td>75% (9)</td> <td>-43%</td> </tr> <tr> <td>Year 5</td> <td>64% (7)</td> <td>81% (13)</td> <td>-17%</td> </tr> <tr> <td>Year 6</td> <td>69% (9) 15% (2)</td> <td>67% (8) 25% (3)</td> <td>+2%</td> </tr> </tbody> </table> <table border="1" data-bbox="520 1379 1206 1581"> <thead> <tr> <th>Progress</th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>3</td> <td>5</td> <td>-2</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>4</td> <td>-2</td> </tr> <tr> <td>Year 5</td> <td>5</td> <td>6</td> <td>-1</td> </tr> <tr> <td>Year 6</td> <td>5</td> <td>5</td> <td>n/a</td> </tr> </tbody> </table> <p>Reading continues to be a priority area for Y1-6 for disadvantaged pupils.</p>	Progress	Disadv	Non Disadv	Difference	Year 1	6	6	0	Year 2	5	6	-1		Disadv	Non Disadv	Difference	Year 3	18% (2)	38% (5) 15% (2)	-20%	Year 4	32%(2)	75% (9)	-43%	Year 5	64% (7)	81% (13)	-17%	Year 6	69% (9) 15% (2)	67% (8) 25% (3)	+2%	Progress	Disadv	Non Disadv	Difference	Year 3	3	5	-2	Year 4	2	4	-2	Year 5	5	6	-1	Year 6	5	5	n/a
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<p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in phonics</p>	<p>Phonics Y1 PSC 2021 53% passed overall. 100% PP pupils passed. Y2 PSC 2021 96% passed overall (only one pupil in the cohort did not pass). 100% PP pupils passed. Phonics continues to be a priority area to underpin reading and writing.</p>																																																				

To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in writing

EYFS

F1 2021 6/8 = 75% made expected or better progress from their starting points in writing. Attainment 3/8 = 37.5% achieved 30-50 months expected (ARE).

F2 2021 5/15 = 33.3% pupils achieved ELG in reading

Writing continues to be a high priority area in EYFS, especially underpinned by phonics and 'Communication and Language'.

KS1

Attainment	Disadv	Non Disadv	Difference
Year 1	20% (2)	11% (1)	9% +
Year 2	40% (4)	57% (8)	-17%

Progress	Disadv	Non Disadv	Difference
Year 1	5	4	+1
Year 2	5	6	-1

KS2

Attainment

	Disadv	Non Disadv	Difference
Year 3	9% (1)	23% (3)	-14%
Year 4	23% (3)	75% (9)	-52%
Year 5	18% (2)	44% (7)	-26%
Year 6	46% (6)	58% (7)	-12%
	15% (2)	17% (2)	

Progress	Disadv	Non Disadv	Difference
Year 3	3	4	-1
Year 4	2	4	-2
Year 5	4	4	n/a
Year 6	5	6	-1

Writing continues to be a high focus area across the school. This needs to continue as a priority in 2021-22.

To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in maths

EYFS

F1 2021 Attainment 7/8 = 87.5% of cohort achieved expected or better in Shape, space and Measure, as well as in Number. 6/8 = 75% made expected or better progress for both areas of SSM and Number.

- **F2 2021** 7/15 = 46.7% of cohort achieved ELG or better in number and 10/15 = 66.7% in SSM. 11/16 = 68.75% made expected or better progress in Number; 14/16 = 87.5% made expected or better progress in SSM.
-

Maths continues to be an area for focus in EYFS.

KS1

Attainment	Disadv	Non Disadv	Difference
Year 1	50% (5)	44% (4)	6%+
Year 2	80% (8)	50% (7)	30%+
	10% (1)	14% (2)	-4%

Progress	Disadv	Non Disadv	Difference
Year 1	5	6	-1
Year 2	7	7	0

KS2 Attainment

	Disadv	Non Disadv	Difference
Year 3	36% (4) 9% (1)	46% (6) 15% (2)	-10%
Year 4	31% (4)	58% (7)	-27%
Year 5	36% (4)	69% (11) 13% (2)	-33%
Year 6	69% (9) 15% (2)	67% (8) 8% (1)	+2%

Progress	Disadv	Non Disadv	Difference
Year 3	4	5	-1
Year 4	2	3	-1
Year 5	5	7	-2
Year 6	6	5	+1

Maths in KS1 shows disadvantaged pupils outperforming non-disadvantaged.

At KS2, disadvantaged pupils performed in line with non-disadvantaged pupils at Y6 (who had the highest engagement with remote learning during school/bubble closures), but other age groups continue to need to support disadvantaged pupils to close the gap.

To provide high quality remote education

The remote learning offer was audited and evaluated by Headteacher and SIA, with support of Senior Leaders. Remote Learning was found to be of good quality across the school. Uptake was varied, with disadvantaged pupils not engaging despite the loan of school laptops and home delivery/collection of paper work packs by school staff. Those who engaged well with remote learning made progress and gaps widened for others. This has been the focus of Catch-up/ Recovery funding allocation.

To deliver effective support to individual and groups of targeted children to improve language development, phonics knowledge, reading and handwriting

F2
NELI – 6 pupils completed intervention. The intervention has a focus on language development and this has especially supported the EAL children in the group develop their understanding and use of English.

All PP children attend school in line with the national average.

National average expectation is 96%.

By the end of the academic year 2020-21, Pupil Premium pupils' attendance from Reception to Year 6 was 93.4% and persistent absence for this group was 16.6%. This is below national average on attendance and above national average for persistent absence.



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	<p>Attendance for this group in the previous academic year was 93.6% and persistent absence was 20%.</p> <p>Attendance lead continues to work with harder to reach families and to closely monitor attendance, rewarding success and addressing where attendance needs to improve regularly in close monitoring meetings with the families involved. Fines and penalty notices have been applied as appropriate in line with our attendance policy during the academic year. Warning letters have been issued to families where attendance moves below 90% and regular texts are sent to warn parents when attendance is falling below 96%.</p>
<p>To support the most socially and emotionally vulnerable PP through the provision of ELSA support, counselling, music</p>	<p>ELSA has been allocated for pupils identified by SAFS team (School and Family Support) on priority basis. Pupils in receipt of ELSA have been observed to apply strategies to help themselves self-regulate and have been seen by staff / have reported feeling more confident and calmer. ELSA staff member has also provided support to classteachers for strategies to support pupils on return from school closures, which has positively supported all pupils, including PP pupils across the school.</p> <p>CASY – All pupils in receipt of CASY counselling during lockdowns and school closures have attended the vulnerable pupil / keyworker group in school and have continued to access all sessions remotely online. PP pupils' outcomes from CASY show an increase in their self-assessment of feelings of wellbeing of:</p> <ul style="list-style-type: none"> Pupil A 60% Pupil B 70% Pupil C 50% Pupil D 80% <p>All pupils receiving CASY also have been observed by staff to be more able to self-regulate and engage in lessons and school life with more confidence, employing and some pupils openly talking and with confidence about strategies they have learnt which they have found beneficial in achieving this.</p> <p>All Year 6 pupils were able to access Ukele lessons in school (via Inspire Music teacher) during the summer term. Two PP pupils enjoyed this so much that their families invested in instruments at home so they could continue. This was wonderful. All pupils reported enjoying learning to play an instrument in the cohort, including the PP pupils.</p>
<p>Increase parental engagement and confidence to support their child's learning</p>	<p>This has been difficult to quantify due to COVID closures and not having parents on site as part of the whole school risk assessment.</p>
<p>To widen experiences outside the home which will impact on language and development of cultural capital</p>	<p>This has been difficult to quantify due to COVID closures and it not being safe to conduct educational visits until the very end of the academic year in 2020-21 as part of the whole school risk assessment.</p>



Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Aim	Outcome																															
To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading, phonics, writing, maths and EYFS outcomes.	Attainment outcomes 2022-23																															
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Attainment End of KS2 (Y6)

	School FSM6	Local (Newark) FSM6	LA (Notts) FSM6	National FSM6	School all pupils	National all pupils	Summary
KS2 Reading	36.4% (of 11 ch)	59.8%	58.3%	60.3%	48.3%	73%	Both FSM6 and all pupils' outcomes were significantly below Local, LA and National comparative data for Reading. This continues to be a priority area and is a priority in SIP 2023-24 and in the new Pupil Premium Strategy.
KS2 Writing	36.4% (of 11 ch)	59.9%	57.1%	58.3%	50%	71%	Both FSM6 and all pupils' outcomes were significantly below Local, LA and National comparative data for Writing. This continues to be a priority area and is a priority in SIP 2023-24 and in the new Pupil Premium Strategy.
KS2 <u>Maths</u>	36.4% (of 11 ch)	59.3%	59.1%	59%	48.3%	73%	Both FSM6 and all pupils' outcomes were significantly below Local, LA and National comparative data for <u>Maths</u> . This continues to be a priority area and is a priority in the new Pupil Premium Strategy. <u>Maths</u> was identified as an area of strength across the school by Ofsted in April 2023, so this area is not a core priority this year in SIP 2023-24. This is a cohort issue.

Cohort changes in Y6 shortly before testing window included new pupils who were new to Country, English and Education and pupils with SEND needs.

Internal Attainment Data 2022-23

Year 1

ARE+	Reading	Writing	Maths
FSM6 (7 ch)	0%	28.57%	42.86%
Non FSM6 (6 ch)	0%	16.67%	16.67%
All (13 ch)	0%	23.08%	30.77%

Key Stage 2

Year 3

ARE+	Reading	Writing	Maths
FSM6 (8 ch)	62.5%	37.5%	87.5%; 25% GD (2 ch)
Non FSM6 (7 ch)	14.29%	0%	42.86%
All (15 ch)	40%	20%	66.67%; 13.33% GD (2 ch)

Year 4

ARE+	Reading	Writing	Maths
FSM6 (11 ch)	22.22%; 11.11% GD (1 ch)	11.11%	33.3%; 11.1% GD (1ch)
Non FSM6 (13 ch)	57.14%	28.57%	64.29%; 7.14% GD (1 ch)
All (24 ch)	43.48%; 4.35% GD (1ch)	21.74%	52.17%; 8.7% GD (2 ch)

Year 5

ARE+	Reading	Writing	Maths
FSM6 (14 ch)	30.77%; 7.69% GD (1 ch)	15.38%	46.15%; 15.38% GD (2 ch)
Non FSM6 (10 ch)	80%	30%	72.73%; 18.18% GD (2 ch)
All (24 ch)	52.17%; 4.35% GD (1 ch)	21.74%	58.33%; 16.67% GD (4 ch)

Summary:

- Across the school reading and writing attainment are significant areas identified for improvement.
- In Year 1, Reading is an especial focus for all pupils.
- In KS2, Writing is the area of highest need and reading is also a focus area.
- In Year 3, FSM6 pupils outperformed Non-FSM6 in reading, writing and maths, however in Years 4, and 5 this was not the case in reading, writing or maths.
- Writing and reading are the areas for focus in 2023-25 Pupil Premium Strategy and Whole school SIP 2023-24 for these reasons.

To provide high quality remote education

This has not been relevant in 2022-23.

To deliver effective support to individual and

Early Talkboost strategy applied – outcomes showed that all children made at least good progress.
RWI 1:1 tutoring intervention – outcomes showed that progress was accelerated for the majority of children.



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<p>groups of targeted children to improve language development, phonics knowledge, reading and handwriting</p>	<p>Storybook sessions RW1 – outcomes showed that overall children made better than expected progress from their starting points.</p> <p>Handwriting continues to be a focus area identified in writing moderation outcomes. Daily handwriting sessions following the expectations of the handwriting progression document put in place by the English Lead has led to improved presentation consistently across school. Handwriting is also being reinforced in phonics sessions across EYFS and KS1. This will be an ongoing focus for the new Pupil Premium Strategy and SIP 2023-24.</p>																																																						
<p>All PP children attend school in line with the national average.</p>	<p>Our school is working hard to return to expectations of 96% attendance as an aspirational target.</p> <table border="1" data-bbox="268 622 1378 880"> <thead> <tr> <th>FFT Attendance report/ NCC Pupil Premium Network Data set 2022-23</th> <th>Absences %</th> <th>Persistent Absence <90%</th> <th>Severe Absence <50%</th> </tr> </thead> <tbody> <tr> <td>School FSM6</td> <td>10.80 +0.3 compared to NCC</td> <td>32.35 +2.55% compared to NCC</td> <td>5.88 ^{**} -2% compared to NCC</td> </tr> <tr> <td>Notts FSM6</td> <td>11.1</td> <td>34.9</td> <td>3.8</td> </tr> <tr> <td>All children School</td> <td>8.07 -0.97% compared to NCC, -0.77% compared to National</td> <td>21.89 -2.19% compared to NCC, -0.30% compared to National</td> <td>2.37 ^{**} -0.47% compared to NCC and National</td> </tr> <tr> <td>All children Notts</td> <td>7.1</td> <td>19.7</td> <td>1.9</td> </tr> <tr> <td>All children NCER National</td> <td>7.3</td> <td>21.5</td> <td>1.9</td> </tr> </tbody> </table> <p>** Severe absences in our school have been affected by 2 FSM6 children working on part time timetables in KS2 and 2 non-attenders due to anxieties (working off site) during 2022-23 under the approval of the NCC Fair Access team, SBAP, SEND service due to significant needs. (This applies to 4/59 children - 7% - of FSM6 children on roll in 2022-23)</p> <p>School data does not include under age 5s (not statutory school age)</p> <table border="1" data-bbox="268 976 1230 1077"> <thead> <tr> <th colspan="6">Attendance Headlines</th> </tr> <tr> <th colspan="6">YEAR TO DATE</th> </tr> <tr> <th colspan="6">9/5/2022 - 7/21/2023</th> </tr> <tr> <th>All Pupils</th> <th>Girls</th> <th>Boys</th> <th>FSM6</th> <th>Not FSM6</th> <th>Persistent absentees</th> </tr> </thead> <tbody> <tr> <td>92.1%</td> <td>92.0%</td> <td>92.2%</td> <td>90.2%</td> <td>93.4%</td> <td>23.1%</td> </tr> </tbody> </table>	FFT Attendance report/ NCC Pupil Premium Network Data set 2022-23	Absences %	Persistent Absence <90%	Severe Absence <50%	School FSM6	10.80 +0.3 compared to NCC	32.35 +2.55% compared to NCC	5.88 ^{**} -2% compared to NCC	Notts FSM6	11.1	34.9	3.8	All children School	8.07 -0.97% compared to NCC, -0.77% compared to National	21.89 -2.19% compared to NCC, -0.30% compared to National	2.37 ^{**} -0.47% compared to NCC and National	All children Notts	7.1	19.7	1.9	All children NCER National	7.3	21.5	1.9	Attendance Headlines						YEAR TO DATE						9/5/2022 - 7/21/2023						All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees	92.1%	92.0%	92.2%	90.2%	93.4%	23.1%
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<p>To support the most socially and emotionally vulnerable PP through the provision of ELSA support, counselling, music</p>	<p>ELSA has been allocated for pupils identified by SAFS team (School and Family Support) on priority basis. Pupils in receipt of ELSA have been observed to apply strategies to help themselves self-regulate and have been seen by staff / have reported feeling more confident and calmer. ELSA staff member has also provided support to classteachers for strategies to support pupils on return from school closures, which has positively supported all pupils, including PP pupils across the school. A new ELSA (current ELSA moving on) and MELSA will be trained next year and Learning mentoring will also commence.</p> <p>CASY - PP pupils' outcomes from CASY show an increase in their self-assessment of feelings of wellbeing. All pupils receiving CASY also have been observed by staff to be more able to self-regulate and engage in lessons and school life with more confidence, employing and some pupils openly talking and with confidence about strategies they have learnt which they have found beneficial in achieving this.</p> <p>All Year 5 pupils were able to access Ukulele lessons in school (via Inspire Music teacher) This was wonderful. All pupils reported enjoying learning to play an instrument in the cohort, including the PP pupils.</p>																																																						
<p>Increase parental engagement and confidence to support their child's learning</p>	<p>Parents have attended events in school and were delighted to be able to do this again post pandemic. Feedback has been positive. Events such as Sports Day were very well attended.</p>																																																						
<p>To widen experiences outside the home which will impact on</p>	<p>Pupils have benefited from experiences including residential to Scarborough in Year 6 and Kingwood Doncaster in Year 4 & 5, leading to observed increases in confidence, extended contributions in discussions/ conversations, raised self-esteem. This has been supported by pupil voice evidence. Parents have also enjoyed supporting educational visits and regular support has come from parents for swimming observer roles. Parents have attended workshops to support phonics/ early reading in EYFS.</p>																																																						



language and development of cultural capital

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Training our behaviour lead as a senior mental health lead (DFE approved course via The National College)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also worked with Local Authority advisors focusing on Equality for All with an especial focus on our strategy for disadvantaged pupils and attend LA Pupil Premium Networks and Pupil Premium Networks with our Teaching School Alliance (Flying High)/NCC.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. This also included National College webinars about 'Bridging the gap for disadvantaged pupils'.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over time in line with evaluation of the ongoing success of our approach to secure better outcomes for pupils.