

# Pupil premium strategy statement – Lovers’ Lane Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Miss J Hodgkinson
Governor / Trustee lead	Mr Richard Marshall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80, 720
Recovery premium funding allocation this academic year	£4,113
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£84, 833</b>

# 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	<b>EYFS starting points</b> Our assessments and observations show that pupils join the school with very low starting points in EYFS. For example, on entry to Reception class in 2023/24, 69% of all pupils arrived below age-related expectations to achieve GLD – this is 100% (2/2) for our Disadvantaged Pupils. Early language is a significant barrier for these pupils.
2	<b>Reading</b> Internal assessments show that outcomes in Reading across the school, for all pupils, are below the national average - and in some year groups are significantly below. Analysis shows that a lack of understanding and comprehension, particularly around vocabulary hampers reading progress.
3	<b>Writing</b> Internal assessments and external validation indicate that outcomes across the school in Writing, for all pupils, are below the national average - and in some year groups are significantly below. Writing at EYFS and KS1 currently shows 0% of disadvantaged pupils on track to meet age related expectations. Sentence structure, vocabulary, oracy, basic punctuation, handwriting and spelling have been identified as barriers.
4	<b>Attendance</b> Our attendance data in 2022/23 indicates that attendance among disadvantaged pupils has been between 2.56% lower than for non-disadvantaged pupils (90.80% vs 93.36%). 30.36% of disadvantaged pupils have been 'persistently absent' compared to 16.84% of non-disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<b>SEND</b> Many pupil premium pupils also have additional educational needs including SEND that create significant barriers to learning (48%)

## 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
<p>Ensure high quality teaching and learning is in place at all levels and is addressing the attainment gap for PP pupils</p> <p><i>Links to Priority 1 and 3 in SIP</i></p>	<p>Teaching and learning is judged to be at least good across the school as evidenced through QA monitoring and evaluation, including book reviews, lesson visits, pupil voice, classroom environment and curriculum content.</p>
<p>Address the low starting points pupils enter the school at in EYFS</p> <p><i>Links to Priority 1 and 4 in SIP</i></p>	<p>Rigorous monitoring shows that the recent improvements seen in EYFS provision is secured and sustained so that the quality of education pupils receive is judged to be at least 'Good.'</p>
<p>Improved reading attainment among disadvantaged pupils</p> <p><i>Links to Priority 2 in SIP</i></p>	<p>End of EYFS, KS1 and KS2 reading outcomes in 2026/27 show that outcomes for DPs in reading is in line with comparable groups nationally.</p>
<p>Improved writing attainment among disadvantaged pupils</p> <p><i>Links to Priority 2 in SIP</i></p>	<p>End of EYFS, KS1 and KS2 writing outcomes in 2026/27 show that outcomes for DPs in writing is in line with comparable groups nationally.</p>
<p>All DPs with SEND are able to access the intended learning</p> <p><i>Links to Priority 1 in SIP</i></p>	<p>QA monitoring and evaluation including book reviews, lesson visits, planning and pupil voice shows that all staff have the skills and knowledge they need to make the necessary adaptations and so support all learners.</p>
<p>Improved attendance and reduced persistent and severe absence among DPs</p>	<p>Outcomes are in line with comparable groups nationally.</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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>EYFS</b></p> <p><i>Priority 4 on SIP</i></p> <p>To further develop the role of the floating adult during continuous provision (4.1)</p> <p>To ensure Writing opportunities are available in all areas of learning during continuous provision (4.2)</p> <p>To ensure that strengths identified in EYFS are sustained during EYFS Lead maternity leave (4.3)</p> <p>To embed White Rose Maths in quality led provision and secure learning in play (4.4)</p> <p>To enable release time for Leaders to monitor and evaluate impact of the above activity</p>	<p>Making best use of Teaching Assistants - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Early Literacy approaches - <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p> <p>Improving Maths in the EYs - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1,2,4
<p><b>Quality of teaching</b></p> <p><i>Priority 1 and 3 on SIP</i></p> <p>To secure effective adaptation in all lessons (1.2)</p> <p>To introduce whole school t&amp;l strategies based on the principles of instruction (1.2)</p> <p>Introduce peer coaching support to develop secure application of t&amp;l strategies (1.2)</p> <p>Embed a consistent approach to assessment in each foundation subject to evaluate the impact of curriculum implementation (3.1)</p>	<p>SEND in mainstream schools - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Explicit teaching strategies - <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction">https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction</a></p>	1,2,3,5

<p>Ensure monitoring and evaluation in all subjects is robust (3.2)</p> <p>To enable release time for Leaders to monitor and evaluate impact of the above activity</p>		
<p><b>Writing outcomes</b></p> <p><i>Priority 2 on SIP</i></p> <p>Improve the quality of teaching basic sentence structure, spelling and punctuation through a consistent teaching approach (2.1)</p> <p>Further develop provision in the teaching of writing and embed the agreed progression of writing skills (2.2)</p> <p>Secure accurate letter formation, size and orientation to improve presentation (2.5)</p> <p>To enable release time for Leaders to monitor and evaluate impact of the above activity</p>	<p>Improving Literacy in KS1 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Improving Literacy in KS2 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3, 5
<p><b>Reading outcomes</b></p> <p><i>Priority 2 on SIP</i></p> <p>Ensure the teaching of reading is consistently in line with expectations in the agreed school 'reading framework' (2.3)</p> <p>Ensure all adults are using pure sounds when teaching phonics (2.4)</p> <p>To enable release time for Leaders to monitor and evaluate impact of the above activity</p>	<p>Improving Literacy in KS1 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Improving Literacy in KS2 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2, 5

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve basic sentence structure, spelling and punctuation through a focused intervention (2.1)	<p>Improving Literacy in KS1 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Improving Literacy in KS2 - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3
Ensure pupils with a reading fluency of less than 90wpm, make rapid progress through the use of targeted reading and fluency practise (2.3)	Why focus on reading fluency? - <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (2.3)	Phonics - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2

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

Budgeted cost: £833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement a robust attendance strategy for targeted DPs	Attendance interventions - <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	4

**Total budgeted cost: £84, 833**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This is a review of the two year strategy plan (2021-2023). The review will focus on progress made towards the 8 intended outcomes identified on the plan.

#### **Reading outcomes for DPs improve across the school**

Good progress has been made towards this outcome in phonics in KS1. However, reading outcomes in KS1 and KS2 is variable.

Phonics in Year 1 – 71% of DPs pass the phonics check in Year 1. Although they outperformed comparable groups locally and nationally, outcomes remain lower than for all pupils nationally (79%).

Phonics in Year 2 – 100% of DPs passed the re-check out performing both comparable groups nationally and all children nationally. However, this was a very small cohort so data should be treated with caution.

KS1 – 60% of DPs are working at standards which is higher than comparable groups but lower than all pupils nationally.

KS2 – 36.4% of DPs are working at standards which is significantly lower than both comparable groups nationally and all pupils nationally.

#### **Writing outcomes for DPs improve across the school**

Limited progress has been made towards this outcome across the school. Writing outcomes remain significantly below comparable groups nationally and all children nationally.

#### **Maths outcomes for DPs improve across the school**

Some progress has been made towards this outcome in KS1 and Year 3. However, limited has been made in the remaining KS2 groups.

KS1 – 43% of DPs in Y1 and 60% at Y2 are working at standards. Although this is comparable to groups locally and nationally, DPs remain working below all pupils nationally.

KS2 – 88% of DPs in Y3 are working at standards with 25% at Greater Depth. They are outperforming groups both locally and nationally. However, outcomes for DPs in Years 4, 5 and 6 are lower than comparable groups locally and nationally as well as all groups nationally.

#### **Improved Oral Language Skills and Vocabulary for DPs**



Early Talkboost strategy has been rolled out across school with outcomes showing that targeted DPs made at least good progress.

### **Ensure quality first teaching across school**

Limited progress has made towards this outcome – it will remain a focus in school improvement work going forwards.

### **Improve wellbeing for DPs**

Good progress has been made towards this outcome with Emotional Literacy Support Assistants and counsellors providing support to targeted pupils. Impact has been measured through observations, class teacher qualitative statements and external agency assessments.

### **Parents engage in school life**

Some progress has been made towards this outcome. Registers indicate good attendance at events in school.

### **Sustain improved attendance for DPs**

Some progress has been made towards this outcome with DP attendance stronger than comparable groups locally. However, attendance of DPs remains lower than all children nationally.

Persistent absence remains a concern with DPs over-represented in this group of children.

Severe absence has been affected by two DPs on part-time timetables and two DPs who are non-attendances due to anxiety related issues.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
N/A	N/A

## Further information (optional)

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.