

# 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	147
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Miss J Hodgkinson
Governor / Trustee lead	Mr Max Geldard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
Recovery premium funding allocation this academic year	£3,843
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£80, 803</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 no disadvantaged pupils should not fall behind and should continue to thrive while the gap between disadvantaged pupils and non-disadvantaged pupils closes.

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	EYFS starting points

	Our assessments and observations show that pupils join the school with very low starting points in EYFS. 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. Sentence structure, vocabulary, oracy, basic punctuation, handwriting and spelling have been identified as barriers.
4	<b>Attendance</b> Our attendance data in 2023/24 indicates that attendance among disadvantaged pupils was 2.79% lower than for non-disadvantaged pupils (91.95% vs 94.74%). 32.8% of disadvantaged pupils have been 'persistently absent' compared to 14.66% 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 (43.7% of our SEND pupils are also PP)

## 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
Ensure high quality teaching and learning is in place at all levels and is addressing the attainment gap for PP pupils <i>Links to Priority 1 and 2 in SIP</i>	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.

Address the low starting points pupils enter the school at in EYFS <i>Links to Priority 3 in SIP</i>	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.'
Improved reading attainment among disadvantaged pupils <i>Links to Priority 2 in SIP</i>	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.
Improved writing attainment among disadvantaged pupils <i>Links to Priority 2 in SIP</i>	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.
All DPs with SEND are able to access the intended learning <i>Links to Priority 1 in SIP</i>	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.
Improved attendance and reduced persistent and severe absence among DPs	Outcomes are in line with comparable groups nationally.

## 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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>EYFS</b> <i>Priority 3 on SIP</i>  To ensure that the EYFS curriculum is delivered with fidelity to the curriculum intent	Preparing for Literacy in EYFS - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	1,2,3,5

<p>so that pupils are on track at key milestones (3.1)</p> <p>To implement ShreC (EEF) approach to boost CL outcomes for pupils (3.2)</p> <p>To implement Plan Do Review (EEF) approach to raise expectations, independence and critical thinking for pupils (3.3)</p>	<p>Plan Do Review - <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</a></p> <p>ShreC - <a href="https://educationendowmentfoundation.org.uk/news/the-shrec-approach-four-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/the-shrec-approach-four-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p>	
<p><b>Quality of teaching</b></p> <p><i>Priority 1 on SIP</i></p> <p>To secure a consistent approach to adaptive teaching to raise outcomes for all learners, especially for SEND, PP and lowest 20% (1.1)</p> <p>To implement a revised approach to teaching and learning (1.2)</p> <p>To strengthen the expertise and practice of leaders so that the school is successful in its ability to provide high-quality education for all pupils (1.3)</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><b>Writing outcomes</b></p> <p><i>Priority 2 on SIP</i></p> <p>To secure a consistent approach to the teaching of writing, especially securing technical writing skills and knowledge (2.1)</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>	4

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve basic sentence structure, spelling and punctuation through a focused intervention (2.1)	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>  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>	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: £803

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 2023/24 strategy plan. The review will focus on progress made towards the 6 intended outcomes identified on the plan.

#### **Address the low starting points pupils at the school at in EYFS**

Limited progress has been made towards this outcome. In 2023/24, 33.3% of pupils left EYFS with a Good Level of Development (compared to 67.7% nationally) marking a three year downward trend. The one pupil eligible for FSM did attain GLD.

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

Reading and phonics outcomes in KS1 remain variable. However, end of KS2 outcomes for DPs in 2023/24 improved significantly.

Phonics in Year 1 – 66% of pupils passed the phonics check in Year 1 – an increase of 13% from last year. In comparison, 50% of the four FSM6 pupils passed the check. For all groups, outcomes remain lower than for all pupils nationally (80%).

Phonics in Year 2 – 66% of the three DPs passed the re-check meaning 87.5% passed by the end of KS1. This is higher than comparable groups and just slightly lower in comparison to all pupils within the LA.

KS1 – 56.5% of DPs are working at standards compared to 72.9% of all pupils.

KS2 – 61.5% of DPs are working at standards compared to 69.6% of all pupils (a significant increase from the previous year) and slightly higher than comparable groups within the LA.

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

Improving writing outcomes remains a whole school priority. Writing outcomes remain below comparable groups nationally and all children nationally.

KS1 – 49.0% of DPs are working at standards compared to 65.2% of all pupils.

KS2 – 53.8% of DPs are working at standards compared to 60.9% of all pupils within the school and 57.4% of PPs across the Notts LA.

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

Attendance of DPs remains lower than all children nationally.

Our attendance data in 2023/24 indicates that attendance among disadvantaged pupils was 2.79% lower than for non-disadvantaged pupils (91.95% vs 94.74%).

32.8% of disadvantaged pupils have been 'persistently absent' compared to 14.66% of non-disadvantaged pupils during that period.

**DPs with SEND are able to access learning**

The school provided training in how to adapt teaching to meet the needs of different pupils, including those with special educational needs and/or disabilities. However, this training has not been fully implemented.

**Ensure high quality teaching across school**

The school introduced a number of initiatives to improve teaching, but these have not yet been consistently applied across the whole of the school. As a result, it will remain a focus in school improvement work going forwards.

## Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Education
Talk Boost	Speech and Language UK
Purple Mash	2Simple
Music Express	Collins
Switched on Science	Primary Science



## 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.
- supporting our most vulnerable pupils with SEMH support through ELSA, SBAP, mentoring, NFFC community partnership and CASY.
- 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.