

Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 period and the effect that last year's spending of pupil premium had within our school. This report gives detailed rationale and evidence to support our activities and the impact these activities will have.

School overview

Detail	Data
School name	Lower Kersal Community Primary School
Number of pupils in school	238 (Apr '22)
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss Sarah Steward
Pupil premium lead	Mr Daniel Rutter
Governor / Trustee lead	Mr Paul Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,771
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£175,181

Part A: Pupil premium strategy plan

Statement of intent

At LKPS we strive to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers. Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils, evidence from across the English school system including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.

We will consider the challenges faced by our disadvantaged pupils in the creation of this plan and when consideration how the allocation will be spent. The activity we have outlined in this statement is also intended to support the needs of pupils regardless of whether they are disadvantaged or not.

Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils. These have proven to have the greatest impact on diminishing the 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 statement is also integral to the wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, regardless of whether they are or are not disadvantaged.

Our approach is responsive to common challenges identified and individual needs, rooted in robust diagnostic assessment, and is not based on assumptions about the impact of disadvantage. All approaches adopted in this statement and in LKPS complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure all children have access to quality first teaching
- Support our families to thrive
- Support individuals with specific needs including mental health
- Ensure our school promotes the extensive personal development of our pupils
- 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	Low levels of speaking and listening skills for many the children. This is evident from Reception baselines and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.
2	Low baseline of attainment on entry to EYFS. Evident from the Reception baseline assessment.
3	Lack of aspiration – few children have close experience of university and a wide range of careers. Few children have a great awareness of aspirational opportunities opportunity and therefore desire to succeed.
4	Low attendance or persistent absenteeism and high levels of mobility. In last academic year our whole school attendance was 93.5% and persistent absence figure was 16.4%.
5	Lack of engagement by some parents along with their perceived low importance of educational outcomes. Low level of attendance at some school educational events by parents as well as engagement with educational ambition evident with the impact this has on attendance.
6	Social and economic factors – including life experiences. Due to this children do not have access to enrichment opportunities outside of school to enrich their learning, evident in curriculum work. <ul style="list-style-type: none"> • School deprivation indicator – 0.42 • Acorn data demonstrates that our families are considered as falling into the Urban Adversity categories demonstrating a high level of social and economic deprivation.
7	Safeguarding and emotional barriers. Safeguarding and emotional barrier have been impacted further over the pandemic and more external referrals are being made and at a quicker pace. The development of a mental health team has reflected this.
8	Low academic baseline entry points. Mobility at LKPS is high and many pupils join us with EAL therefore their entry baseline is low and receive targeted intervention to eliminate these barriers in order for them to succeed.

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 the quality of teaching so that outcomes for all pupils improve	<ul style="list-style-type: none"> • Pupils will attain at least in line with national data in all of the following areas: - GLD - Phonics Screener - KS2 Reading, Writing and Maths
The attainment gap between disadvantaged and non-disadvantaged will be diminished at all statutory assessment points.	<ul style="list-style-type: none"> • Identified gaps between groups will be closed across all year groups
Disadvantaged pupils have aspirations for, and knowledge, of career options and the desire and motivation to achieve academic and personal goals.	<ul style="list-style-type: none"> • Enrichment opportunities throughout the school, including a careers week in Year 5
Absence and persistent absentee rates for disadvantaged pupils are at least in-line with national	<ul style="list-style-type: none"> • Attendance figures evidence a diminished gap between the non-disadvantaged/disadvantaged pupils • Identified pupils' attendance shows improvement over time.
Pupils with SEMH needs are supported by school staff so their needs are removed or alleviated	<ul style="list-style-type: none"> • Pupil and parent surveys demonstrate that school has support pupils and families • School representative attends multi-agency meetings • School maintains CAHMS, TiE and PIT links to support pupils

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.

Targeted academic and teaching support

Budgeted cost: £140,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Speech and Language teacher 1 days per fortnight to work in EYFS	<p>Speaking & Listening skills are low for the majority of children on entry to EY.</p> <p>EEF published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools.</p>	1
Five support staff employed to work in EY, KS1 and KS2 to help improve standards and enhance provision	<p>Starting points for pupils are low and small group interventions led by specially trained support staff demonstrate acceleration in progress as recommended by the EEF.</p> <p>Research has shown that TAs who are sufficiently trained and used correctly within the classroom – for example, as a supplement to teachers and not a replacement – can have a positive impact on pupil engagement and attainment. (Deployment of TAs in Schools, DfE: 2019)</p>	2
One additional fully qualified teacher to work in Y6 to help improve standards	<p>Percentage of children achieving expected in Maths is below national and significantly below national for GD.</p> <p>Research shows that small group tuition is most likely to be effective (+4 months) if it is targeted at pupils' specific needs.</p>	1/2
Study Support Package for Y6	<p>Many pupils begin to fall behind due to low starting points or poor attendance levels. We need them to catch up with, keep up with and push past their peers.</p>	3/6

	Many of our families struggle financially – school provides a study support package so that all pupils have access to revision materials. This also contributes to the improvement of aspiration.	
After school small group tuition for identified pupils	Many pupils begin to fall behind due to low starting points or poor attendance. We need them to catch up with, keep up with and push past their peers. EEF research states that small group tuition is effective in accelerating progress.	2/4
Additional tailored CPD to establish intervention specialist support staff to work across the school to improve behaviour and progress.	Effective CPD will ensure consistently good teaching that will impact on pupil progress and attainment. Quality first teaching is fundamental to the pupils' progress and attainment. Effective feedback involving metacognitive and self-regulatory approaches has a greater impact on disadvantaged pupils and lower prior attainers than other pupils as researched by the EEF.	8
CPD opportunities to further improve quality first teaching Staff to take part in peer teaching and modelling within school.	Effective CPD will ensure consistently good teaching that will impact on pupil progress and attainment. Quality first teaching is fundamental to the pupils' progress and attainment. Effective feedback involving metacognitive and self-regulatory approaches has a greater impact on disadvantaged pupils and lower prior attainers than other pupils as researched by the EEF.	8

Wider strategies

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to support families financially to allow their children to attend a range of trips, visits and special events including a residential trip in KS2	Due to the high levels of deprivation, some children have low aspirations and a lack of cultural capital. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school and for parents to want to send their children to school.	3/4/6
Pupil mentor support programme	Some pupils require support with their social, emotional and mental health due to many different barriers including the COVID-19 pandemic. Offered to pupils who are hard to reach or at risk of educational failure or exclusion. Research by the EEF states that mentoring can have a more positive impact on disadvantaged pupils and improving their attitude towards school, behaviour and attendance.	4/7
Support staff used to ensure a programme of after-school support takes place across the whole of the academic year.	The majority of children have a lack of experience of hobbies, interests and have unfound talents. Evidence via the EEF demonstrates that there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Some children have identified gaps in learning and require additional academic support.	4/5/6
Support staff to provide a range of sporting after school clubs and pupils to experience competitions within the EIP cluster.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). EEF research suggests that it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.	4/5/6
Purchase of additional time from specialist providers such as, Educational Psychologists, counselling services.	Some pupils have emotional/educational barriers to their academic performance or mental health. Therefore, services are required to identify and help remove these barriers.	7

<p>Pupil Inclusion Team Intervention package of support for identified children including training for a SEMH Practitioner to provide in-school advice</p>	<p>Some pupils have emotional/educational barriers to their academic performance or mental health. Therefore, services are required to identify and help remove these barriers.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements (+4 months) in academic performance along with a decrease in problematic behaviours.</p>	<p>7</p>
<p>Individualised support tailored to eligible pupils' needs, as required: e.g. clothing and equipment for school.</p>	<p>Children can be at a disadvantage and lack the necessary resources for school due to financial restraints therefore this barrier needs to be removed so every child has equal opportunities.</p>	<p>6</p>
<p>Release time for staff to work with EBSA, THRIVE, EP, PIT, EHP, SALT and ACE.</p>	<p>Some pupils have SEMH related barriers to their academic performance or mental health. Therefore additional support to improve this is required to ensure all children thrive. Staff training is fundamental to the sustainability of this initiative.</p> <p>Research suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Therefore intervention can have a moderate impact on attainment but a significant impact on improving the child's mental health.</p>	<p>7</p>

Total budgeted cost: £185,504

Part B: Review of outcomes from academic year 2020/21

Pupil premium strategy outcomes

Impact Statement 2021-22

Statutory Assessment Data

	School		National		Difference	
Reception GLD	52%		65%		-13%	
Y1 Phonics	87%		82%		+5%	
KS1 SATs (EXP+)	Reading	58%	Reading	70%	Reading	-12%
	Writing	58%	Writing	59%	Writing	-1%
	Maths	66%	Maths	68%	Maths	-2%
KS2 SATS (EXP+)	Reading	72.4%	Reading	74%	Reading	-1.6%
	Writing	79%	Writing	69%	Writing	+10%
	Maths	48.3%	Maths	71%	Maths	-22.7%
	GPS	67%	GPS	72%	GPS	-5%

Analysis points –

- **Reception GLD is below national**
- Y1 Phonics screener results are above national
- **KS1 Reading is below national**
- KS1 Writing is in line with national
- KS1 Maths is in line with national
- KS2 Reading is in line with national
- KS2 Writing is above national
- **KS2 Maths is significantly below national**
- **KS2 GPS is below national**

Diminishing Differences Report

The data below demonstrates the difference between disadvantaged and non-disadvantaged pupils from Statutory assessments in academic year 2021-22. The data demonstrates that from low starting points the disadvantaged pupils make progress to close the gap, especially evident in Reading and Writing. Additionally, the comparison across Key Stages demonstrates further that the gap closes further as the children progress through school.

GLD	Summer 21-22	
Non disadvantaged	69%	
Disadvantaged	39%	-30%

As demonstrated from this data, barriers explained in this strategy state that pupils begin their education at LKPS with significantly low starting points and the school works to narrow and diminish these gaps across KS1 and KS2.

Y1 Phonics	Summer 21-22	
Non disadvantaged	81%	
Disadvantaged	86%	+5%

Y2 Phonics	Summer 21-22	
Non disadvantaged	93%	
Disadvantaged	93%	0%

KS1 Reading	Summer 21-22
Expected gap (Dis/non-dis)	-10%
GD gap (Dis/non-dis)	+7%

KS1 Writing	Summer 21-22
Expected gap (Dis/non-dis)	-3%
GD gap (Dis/non-dis)	+0%

KS1 Maths	Summer 21-22
Expected gap (Dis/non-dis)	-10%
GD gap (Dis/non-dis)	-7%

KS1 Combined	Summer 21-22
Expected gap (Dis/non-dis)	-17%
GD gap (Dis/non-dis)	0%

KS2 Reading	Summer 21-22
Expected gap (Dis/non-dis)	+5%
GD gap (Dis/non-dis)	-16%
	In-line with National Data

KS2 Writing	Summer 21-22
Expected gap (Dis/non-dis)	+3%
GD gap (Dis/non-dis)	+3%

KS2 Maths	Summer 21-22
Expected gap (Dis/non-dis)	-6%
GD gap (Dis/non-dis)	0%

KS2 Combined	Summer 21-22
Expected gap (Dis/non-dis)	-3%
GD gap (Dis/non-dis)	0%