

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Lowca Community School
Pupils in school	57
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£25,865
Academic year or years covered by statement	Sept 2019-July2021
Publish date	3 .12.2020
Review date	3.12.2021.
Statement authorised by	Joanne Crawford
Pupil premium lead	Joanne Crawford
Governor lead	Tori Rawlinson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	17%GD,58% Exp, 25%WT just before March 2020 Lockdown
Writing	8%GD,50% Exp,42%WT just before March 2020 lockdown
Maths	.17%GD, 50% Exp, 33%WT

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80%
Achieving high standard at KS2	20%.
Measure	Activity
Priority 1	Additional teacher employed to allow for high adult to pupil ratio
Priority 2	After school catch up club to fill gaps and misconceptions
Barriers to learning these priorities address	Cognitive delay, poor listening skills, leading to gaps in learning
Projected spending	

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	2.0	July 2021
Progress in Writing	2.0	July 2021
Progress in Mathematics	2.0	July 2021
Phonics	84%	July 2021
Other Times table fast recall	84%	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Build confidence with nurture and positive attitude to learning getting rid of fear of failure and building listening skills and working memory
Priority 2	Special needs style 1:1 support to keep up while catching up.
Barriers to learning these priorities address	Poor working memory, need for more practical style of learning, need for lots of repetition due to cognitive delay.
Projected spending	£25865

## Wider strategies for current academic year

Measure	
Priority 1	Each child that qualifies for Pupil premium grant has different needs and challenges and their support is also bespoke. Because each pupil has different barriers and different "gaps" or difficulties our strategy is to approach the disadvantaged group in the same way as we would with a child who has special needs or a learning difficulty. In both cases we invest a lot of effort and time in nurturing a child's confidence and really praising effort and achievement with regular discussion. Along with our COVID catch up grant we have pooled the money to organise children into small

	<p>groups of 15 or less and with 2 adults. This gives us an excellent pupil to adult ratio and so we are able to support and stretch pupils with their everyday learning objectives and so avoid withdrawal work (which can lead to the child missing their current work and becoming increasingly behind.)For example when learning about column addition with tens and units a child might be struggling with a difficulty counting in tens. The high adult to pupil ratios mean that within the lesson we can be flexible enough to give them counting in ten games, practical grouping of objects and pictorial scaffolds tailored to their speed of concept acquisition so that within the lesson they are encouraged to catch up with historical concept misunderstandings while keeping up with the current learning.</p> <p>Pupils are tested at the end of each term at and their results are monitored. This termly tracking data is analysed and shows that Pupil premium interventions were effective as the majority of pupil premium pupil's rate of progress was at least, or more than, chronologically expected. This monitoring also takes into account pupil's special educational needs.</p>
Priority 2	See above
Barriers to learning these priorities address	These barriers to learning range from poor home support, damaged confidence and low self-esteem, being passive, being overactive, slow processing, having poor behaviour following inconsistent rewards and sanctions ,having difficulties concentrating, poor listening skills, delayed speech or being withdrawn as a result of negative feedback or trauma.
Projected spending	<p><b>Total spend: £25,865</b></p> <p>To employ additional teacher and apprentice T.A.</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Disadvantaged learning difficulties addressed.	Meeting with head to help design strategies in IEP to boost progress.

Targeted support	Training on nurturing, developing working memory and the ability to move from practical experiences to abstract thought	Use of INSET days and additional cover being provided by senior leaders
Wider strategies	Absorb effective National strategies and good progress based on educational research	Share successes at cluster level

### Review: last year's aims and outcomes

Aim	Outcome
Improve attendance	Current attendance 97% (Sept 2020-Dec2020)
Progress improved in Early years	Internal tracking showed good progress up to March lockdown
% phonics test passed in line with National norms	December test for year 2 whom missed the June 2020 test was 84% pass – an increase from 33%