

# Pupil premium strategy statement – Lowca Community School 2023

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jenny Walker
Pupil premium lead	Jenny Walker
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,065
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,065

# Part A: Pupil premium strategy plan

## Statement of intent

Lowca Community School provides education for pupils from the Lowca and the surrounding area which recent statistics suggest are in the top 10% of deprived areas in the UK (1) We feel that many of the families we serve are not eligible for the PP funding yet are still struggling with food poverty and low wages amid rising living costs. A recent parent survey suggested that key areas of need were with regards to cost of uniforms, support with payments for trips and access to clubs and childcare outside of the school day. Our Parent PP Charter outlines how we aim to support PP pupils financially throughout the year. We currently provide a free Breakfast for all pupils so they can start the day ready to learn.

Our key strategies for PP funding are to enable high quality teaching through appropriate and impactful CPD from Early Years through to Year 6 which includes early speaking and listening, reading and writing skills; the ability to support pupils in school at home with access to the curriculum content; and to support our pupils wider needs to enable learning to take place through meeting basic human needs first and foremost by providing a safe space to learn, food trusting relationships and emotional support.

We strive to enable all of our PP children to access a full and enriched curriculum, additional support and intervention for success and the same opportunities and experiences as their non-PP peers. We have high expectations for academic outcomes and future aspirations for all pupils attending our school.

## Challenges

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

Challenge number	Detail of challenge
1	The quality of teaching and learning was not strong in the last Ofsted Inspection and further work was required around the development of subject leaders and curriculum knowledge.
2	Assessment systems were not in place to ensure the correct identification of need or academic support. Interventions and support for pupils was not consistent across the school.
3	Pupil coming into the school in EYFS frequently have low starting points with SEND and Speaking and Language delays. The impact of Covid-19 on social and interaction skills is evident.
4	Knowledge of how to support varying SEND needs is not yet strong and curriculum knowledge is not effective enough to support academic progress. Pupils have poor Social and Emotional resilience and these needs should be met to enable effective learning to take place.

5	Families continue to struggle to provide enrichment and experiences outside of school. Further opportunities need to be provided by the school with financial support to parents to do so. Barriers to learning such as food, care and working hours need to be supported by school.
6	Parents are becoming more confident with coming into school and finding out how to support pupils at home through workshops and information sessions. Surveys suggest that adult maths and literacy skills may be a barrier to them supporting home learning.

## 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
Effective, High Quality Teaching across the curriculum	Assessment shows pupils know more and remember more, with pupils making better than expected progress.
Correct targeted Interventions (Reading, Catch-Up) are in place and resources allow for positive outcomes.	Intervention records show the impact of support and pupils make better progress as a result. Pupils score better within the PSC and read fluently beyond Year 2.
Rapid acceleration from low starting points concerning motor skills and S&L.	Pupils leaving the EYFS can access the Year 1 curriculum independently.
Appropriate SEND Support and effective use of Teaching Assistants.	Teaching assistants are confident in the knowledge they need to support pupils and those supported in class make better progress.
Access to enrichment opportunities (Clubs & Trips) and financial barrier reduced.	All pupils have the opportunity to experience enrichment activities. The number of PP attending breakfast club, wrap around care and Clubs will increase.
Increase in parent engagement and home support.	Pupils will be better supported through online access to learning and support. Parents will feel more confident to approach school for support and in accessing workshops etc.

## 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: £9,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and training for ELS (DfE SSP approved SSP Scheme)	£450 – ELS Training Package £600 – Release time for English Hub Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a>	1 and 2
Staff time to complete CPD on the Great Teaching Toolkit which supports effective teaching and learning.	£1,050 – Access to GTT Subscription £4,200 – Weekly CPD Time Effective professional development in understanding how children learn can have significant impact on progress and outcomes, particularly for disadvantaged children. <a href="#">GTT Evidence Review</a>	1 and 4
Staff time to complete CPD on supporting pupils with SEND and curriculum knowledge to support those who are below ARE.	£1824 – Weekly CPD Time Effective use of Support staff and understanding of the pupils needs are vital in supporting disadvantaged pupils. We use the EEF guidance documents to support CPD sessions. <a href="#">SEND Support</a> <a href="#">Making Best Use of Teaching Assistants</a>	1 and 4
Time for Early Years staff to complete CPD in EY play, SEND and S&L schemes.	£480 – Course attendance requirements 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: <a href="#">Oral language interventions   EEF</a>	1 and 3
Support for the Maths Lead to complete Maths Hub training, coaching and mentoring of staff, update and complete the NPQLPM.	£1,250 – Supply cover x 5 days The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths Guidance KS1 &amp; KS2</a>	1, 2 and 4

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

Budgeted cost: £1,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Costs to purchase a reading intervention programme to support fluency beyond Year 1 and two members of staff to deliver this.	<p>£450 – Purchase of books and resources</p> <p>£380 – Interventions for one academic year.</p> <p>The DfE recommend that pupils who did not pass the PSC require further Phonics interventions to help them become fluent reading and have full access to the curriculum.</p> <p><a href="#">FFT Reading Intervention</a></p>	2 and 4
Cost to fund online tools for learning which can be accessed at home and support parents understanding of curriculum content.	<p>£120 – TTRS &amp; Numbots Subscription</p> <p>£80 – Sumdog Maths Subscription</p> <p>£90 – Spellingshed Subscription</p> <p>Parents with limited numeracy and literacy skills struggle to support pupils at home. Evidence suggests that online learning tools which can be accessed independently and provide instant feedback or support can improve home engagement.</p> <p><a href="#">Supporting Home Learning EEF</a></p>	2 and 5

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

Budgeted cost: £7,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the Cumbria Award	<p>£1,200 – Residential and outdoor learning provision financial support.</p> <p>Pupils take part in activities to promote aspirations, life skills and personal, social and resilience skills. Funding will be used to support these activities.</p> <p><a href="#">Cumbrian Award   adventure enterprise culture</a></p>	5
Provision of ELSA and SEMH support within school through external	<p>£1,900 - ELSA Sessions (External provider)</p>	4

specialists and Decider Skills provision.	<p>£950 - Therapy Dog (Time for delivery of sessions – no cost for training or ongoing care of the animal)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
Provision of uniform and costs towards trips and experiences	<p>£3,000</p> <p>There is little evidence that providing uniforms supports outcomes however, in our opinion there is no measure on the effect and empowerment of belonging and feeling part of the school learning journey. We value our parent feedback and this is what they feel will make a difference to their children's mental and personal outcomes.</p>	6

**Total budgeted cost: £17,974**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

School assessment data has shown that the gap for PP children is closing however there is still much work to be done.

Phonics Screening Check 2/8 PP = 100% Pass Non-pp = 66% Pass

KS2 3/6 Reading, Writing & Maths PP 66% ARE Non-PP = 100% ARE

The key focus from the last strategy was to improve teaching and learning in relation to Phonics, however staff members have since left the school, and further support is needed to fully embed the programme and support the new Reading Leader. Other strategies included pupils doing home-work, training mental health leaders and improving outdoor learning experiences which have been beneficial, however not tracked to evidence impact.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*