

Pupil premium strategy statement – Lowca Community School 2024-2026 (Updated 2025)

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 (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jenny Walker
Pupil premium lead	Jenny Walker
Governor / Trustee lead	Lara Brennand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,730
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
Total budget for this academic year <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>	£31,730

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 is being developed and further work is required around the development of subject leaders and curriculum knowledge.
2	Assessment systems are being developed to ensure the correct identification of need or academic support.
3	Pupils coming into the school in EYFS frequently have low starting points with SEND and Speaking and Language delays.
4	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.

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.
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: £7,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and training for RWI (DfE SSP approved SSP Scheme)	£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: Phonics EEF	1 and 2
Teaching Staff time to complete CPD on the Great Teaching Toolkit which supports effective teaching and learning.	£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. GTT Evidence Review	1, 2 and 3
Support Staff time to complete CPD on supporting pupils with SEND and curriculum knowledge to support those who are below ARE.	£1,200– 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 and attend MITA Courses for all support staff to support cognition learning and independence SEND Support Making Best Use of Teaching Assistants	1 and 4
Time for Early Years staff to complete CPD in EY play, SEND and S&L schemes.	£210 – Course attendance requirements Talk Boost 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: Oral language interventions EEF	1,2 and 3
NFER Assessments purchased to support secure identification of gaps and support needed to Keep up not Catch Up	£678 for both written and electronic resources £200 staff training Staff will be able to make more accurate analysis of gaps, reteaching and therefore direct appropriate interventions and home support.	2

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

Budgeted cost: £1,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Costs to purchase a reading intervention programme to support fluency beyond Year 2 and two members of staff to deliver this.	<p>£380 – Interventions for one academic year.</p> <p>£1,250 RWI CPD & Development access via Portal</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>RWI DfE Guidance</p> <p>FFT Reading Intervention</p>	2 and 4

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

Budgeted cost: £25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the Cumbria Award and Residential Experiences	<p>£1,200 – Whole School Residential and outdoor learning provision financial support.</p> <p>£600 Year 6 Residential to UK City with experiences not available in Cumbria.</p> <p>£4,500 Regular Character Curriculum Session, active and learning about Heritage, performing, first aid and life skills</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>Cumbrian Award adventure enterprise culture</p>	5
Provision of ELSA and SEMH support within school through external specialists and Decider Skills provision.	<p>£1,900 - ELSA Sessions (External provider)</p> <p>£298 Annual ELSA Subscription</p>	4

	<p>£3,400 Training of HLTA to deliver ELSA sessions (succession planning)</p> <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): Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	
Provision of uniform and costs towards trips and experiences	<p>£11,246 Costs to fund our PP offer (see attachment for breakdown)</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
Implementation of a Pastoral Role for a HLTA to be single point of contact for families and pupils with Social Workers, SEND and Vulnerable pupils.	<p>£2,350 Time to train HLTA in the role, including visiting similar roles in Council / Education and attending meetings / briefings etc.</p> <p>A more supportive and confidential feel for our families to gain support.</p>	

Total budgeted cost: £34,558

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.

ELG for 2025 was 4/5 (80%) with 3/5 being PP and only 1 PP not achieving this in Writing (67% PP)

Phonics Screening Check was 3/5 (60%) with 1/5 (100%) being PP and they passed the check

KS2 SATS

Maths 4/8 pupils (50%) gained 100+ 3/8 were PP with 1 achieving 100+ (33%)

Reading 6/8 pupils gained (75%) 100+ 3/8 were PP with 1 achieving 100+ (33%)

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.