

Pupil premium strategy statement Lowca Community School -December 2021 -September 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Lowca community school	
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-Sept 2024
Date this statement was published	February 27 2022 Reviewed November 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Crawford 2021-22 Ruth Colley 2022-23
Pupil premium lead	Joanne Crawford 2021-22 Ruth Colley autumn term 2022
Governor / Trustee lead	Amy Barclay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (includes LAC PLAC)	£ 22,240
Recovery premium funding allocation this academic year	£ 1215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 23455</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are

- to overcome the barriers that disadvantaged pupils face in order that they fulfil their potential
- to diminish the difference in attainment and attitudes between pupils eligible for pupil premium and those not eligible.

Our current plan works by using quality first teaching for all pupils then with additional opportunities during that week to practice skills further to “overlearn” and embed concepts, skills and knowledge. We use assessment to find gaps in concepts .Where children are struggling to master skills or retain knowledge and we break down their learning in to small steps with lots of opportunities to discuss misconceptions with adults and to adapt to different learning preferences.

The key principles of our strategy/plan are to recognise that the barriers to learning P.P pupils face are complex and each individual may need an approach that supports their individual needs.The barriers pupils at Lowca school face are described later in this document. cognitive difficulty, an emotional stress, a motivation or attitude challenge,experiential deprivation, lack of home stimulation and interaction at an early stage, over stimulation in a stressed atmosphere, depression in the home leading to low levels of language interaction, anger or domestic abuse in the home leading to anger and conflict resolution strategies being adopted a resources challenge or difficulties with home support.

Challenges

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

Challenge number	Detail of challenge
1 2 3 4 5	cognitive difficulty, an emotional stress, a motivation or attitude challenge, experiential deprivation, lack of home stimulation and interaction at an early stage- language delay,
6 7 8 9 10 11	over stimulation in a stressed atmosphere, depression in the home leading to low levels of language interaction, anger or domestic abuse in the home leading to anger and conflict resolution strategies being adopted a resources challenge difficulties with home support. Hypervigilance leading to difficulties concentrating and or sleeping

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
Quality first teaching follows a progression ladder to build on prior learning, in line with EEF Toolkit	ELS phonic scheme and white rose maths scheme embedded in lessons along with a broad and balanced curriculum, described in our subject “ladders” which engages and inspires children.
All pupils have rich experiences such as residential visit to outdoor adventure residential, library, the beach, the fells , swimming pool, museums, sacred spaces, field trips,galleries, restaurants,live music	Full attendance with funding subsidised by premium grant.
Pupils have good mental health and strategies to help their wellbeing	Pupil survey shows children feel safe and happy in school

Pupils recognise that exercise can have a positive effect on mood and so on the brain's ability to learn	Additional opportunities to be active throughout the school day
Safeguarding procedures are used effectively to get support for challenging home circumstances	Staff meeting reviews and early helps are effective
Pupils unsupported to complete homework at home, have and use opportunities to do this in the school day.	All pupils complete homework
School provides resources that might enhance achievement eg. goggles for swimming, lap top for remote learning	All pupils are well equipped
Whole school has positive attitude to learning and shows perseverance and problem solving	Lesson observations note this
Periods of 1:1 support for misconceptions or need for more practice to embed.2 members of staff ELSA trained.	Additional adults to offer emotional and intellectual support as well as building confidence and self esteem.

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: £ £4135

In addition access WELL foundation grant for ELSA training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD ELSA training for 2 members of staff</i>	Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; DjambazovaPopordanoska, 2016).	2,3,6,7,8,11
<i>Appoint wellbeing lead CPD to cascade good practices to staff and pupils</i>	Pupil surveys will show better mood and teacher discussions will show pupils concentrate better, are more alert for learning, pick up and retain skills more effectively Denham et al 2003	2,3,6,7,8,11
<i>1:1 support for special needs support or "overlearning"</i>	Additional practice of morning's key learning points Evidenced in mastery of skills with in the lesson diagnostic assessment.	1

<i>Each half term a visit linked to learning theme. Broad and balanced curriculum</i>	Cultural capital -ensure that children experience the awe and wonder of the world in which they live and the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. OFSTED 2020 Success evidenced by pupil surveys/interviews	4,5
<i>1:1 tuition after school with class teacher for catch up.</i>	Education Endowment foundation 2021	1,11

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to give high adult to pupil ratio in order to develop language skills with more interactions with mature language models	Education Endowment foundation 2021	4,5
Implement “talk Boost” scheme with Early years, year 1 who have language delay	Education Endowment foundation 2021	4,5

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

Budgeted cost: £ 950

WELL foundation grant to fund ELSA training

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being lead CPD training	Maslow 1970 Burton, Traill and Norgate 2009	2,3,6,7,11
ELSA training	Caroline King and Emily France 2019	2,3,6,7,11

Total budgeted cost: £26,985

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 and , 2021 to 2022 academic year.

2020-21

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we point to other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, teacher assessment at the end of year 6 and best endeavours to evaluate number of pupils achieving a good level of development following the reception year. However these assessments were not moderated. We provided technology and advice to parents but found that because remote learning for the younger pupils needed a high level of adult home support, often the disadvantaged pupils were most negatively impacted.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? Due to lockdowns and the CORONA pandemic it was not possible to implement our plan fully or to measure its effectiveness.

2021-22

Well being lead completed training. ELSA training not accessed yet.

We employed sufficient staff to cover all 1 to 1 overlearning needs.

Results

KS2 Reading 10/12 Spag 8/12 Maths 8/12 Writing All pupil premium working at

KS 1 Reading 4/6 Maths 5/6 Writing 2 pupil premium 1 working at

Aim to continue with plan to sustain impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
We delivered our own live daily lessons by our teachers at home and with a teacher and 2 support staff teaching in school for the key worker's pupils, SEND and vulnerable children.	
We used white rose maths scheme to help deliver this.	

Service pupil premium funding (optional)

Measure	Details
<i>Lowca school does not receive this funding</i>	