

Pupil premium strategy statement

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
School name	Lothersdale Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Colum Grogan (Headteacher)
Pupil premium lead	Colum Grogan
Governor / Trustee lead	Andy Twigg (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,105
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£22,105

Part A: Pupil premium strategy plan

Statement of intent

High-quality teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their background or the challenges they face. Our intention is that children of all backgrounds are able to make excellent progress and to achieve in all subject areas.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We are aware that those children who qualify for the pupil premium payment within our school are not necessarily disadvantaged, and that many qualifying children are those who are adopted or have been previously looked after by the local authority. Our intention is that, regardless of social or economic background, we will use the pupil premium funding to help ensure all children achieve academically and that all children have access to a wide range of extra-curricular activities.

Some children in receipt of the PPG also have SEND requirements, and we aim to utilise the payment to help ensure that the child's educational needs are well met by our teaching and by the provision in place in school.

We will use the recovery premium funding to help children who have suffered due to the Covid-19 pandemic and successive lockdowns, including disadvantaged and non-disadvantaged pupils. We will use School-led Tutoring, supplemented by the recovery premium, using our own staff who know the children best, to implement a programme of catch-up for those most in need.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments of younger children (KS1 & Year 3) indicate gaps in phonological knowledge due to lost learning in previous academic years due to pandemic and partial school closures. This is particularly evident in some children in receipt of the PPG.
2	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is demonstrated in growing knowledge gaps in reading and maths especially.
3	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower skill development across the curriculum.
4	Children with additional SEND needs face extra challenges to achieve academically.

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
Pupils in EYFS eligible for PPG make high rates of progress in phonics, reading and communication and language from their starting points.	Pupils eligible for PPG in EYFS make rapid progress in phonics, reading and C&L with at least 90% of disadvantaged pupils achieve age-related expectations in these areas by 2024/25.
Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.	By 2024/25, disadvantaged pupils in KS1 make rapid progress so that 100% of disadvantaged pupils achieve the phonics screening test by the end of Year 2 and at least 90% of all children meet age related expectations in reading, writing and maths.
KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils	By 2024/25, disadvantaged pupils are at least in line with national average attainment and progress measures at the end of KS2.
Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding.	Disadvantaged pupils have increased number of opportunities to attend after school provision including after school clubs, holiday clubs, school trips including residential trips, and other extra-curricular opportunities that may arise throughout the year.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Training for all staff in Rocket Phonics – our new SSP.</p> <p>Additional phonics resources to support high quality phonics teaching</p>	<p>-Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 4</p>
<p>Use of Cracking Comprehension in Key Stage 2 to encourage greater depth in reading comprehension through modelling and supported practice.</p>	<p>Research conducted by the Education Endowment Foundation (Improving Literacy in Key Stage 2 – Guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf) found that there is evidence that disadvantaged pupils and pupils with lower prior attainment may particularly benefit from being explicitly taught reading comprehension strategies. This is exactly what can be achieved using Cracking Comprehension and the benefits are appreciated by all children, enabling a greater degree of understanding and a higher number of children achieving the greater depth in learning that we desire.</p>	<p>2, 4</p>
<p>Purchase of standardised diagnostic assessments (NFER).</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>

<p>Whole-staff training in White Rose Maths scheme to ensure standardised approach to teaching in all classes, thus ensuring greater progress amongst all children with mastery in maths.</p> <p>We will also fund release time for our maths leader to undergo further training with NCETM and/or White Rose to further develop his skills, enabling him to cascade this to staff.</p> <p>Additional maths resources purchased to support learning across school.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1, 2, 4</p>
<p>Purchase of Learning by Questions licenses to enable KS2 teachers to provide instant feedback to children in core learning tasks.</p>	<p>This online diagnostic assessment tool is ideal as it enables instant, in-the-moment assessment and feedback to children. As stated in the Education Endowment Foundation Diagnostic Assessment report, this form of assessment (online quiz):</p> <p>Quizzes can take many forms: short-answer written tasks, retrieval activities, or targeted verbal questions. Teachers can use the information from quizzes to fill gaps in understanding which are likely to hold pupils back when attempting more complex tasks.</p>	<p>2, 4</p>

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

Budgeted cost: £ 8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition for pupils whose education has been significantly impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
Same Day Interventions provided by class teacher/teaching assistant in phonics, reading, writing and maths	<p>Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 4
Reading Plus Online Programme in Year 4/5/6	<p>Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 4
Online dyslexia/dyscalculia programmes for KS2	<p>Research conducted by the Education Endowment Foundation shows that providing 1:1 tuition intervention helps pupils make 5 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1,2,4

disadvantaged pupils who require further phonics support, delivered by in-house trained staff.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
TA 1:1 or small group support where appropriate.	Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	All

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs to enhance learning and social opportunities</p> <ul style="list-style-type: none"> -curriculum clubs -Sports Clubs -Support for children for whom lack of funds may be a barrier to accessing trips and residential visits. -North Yorkshire County Council music lessons in school. -Closing the funding gap for swimming in Key Stage 2. 	<p>Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 22,100

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 academic year.

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.

In the absence of statutory assessments with published data, at Lothersdale School we carried out our own internal formal assessments of children at the key milestones of their schooling with us.

In Key stage 2, all children in our 2020-21 Year 6 cohort achieved at least the expected standard in all of the key areas of Reading, Writing, Maths and Grammar, Punctuation and Spelling. In maths, 53% achieved greater depth within the expected standard. In Reading, 60% achieved greater depth and in GPS, 53% achieved at the greater depth standard. In writing, we awarded greater depth standard to 20% of the children.

At the end of Key Stage 1, 86% of children achieved the expected standard in maths, with 36% at greater depth. Results in Reading and writing reflected the very significant impact of learning loss and lockdowns on the academic progress of the younger children, especially in English. In Writing and in Reading, 64% of children achieved the expected standard, with 50% at greater depth in Reading and 29 at greater depth in writing.

100% of the children in Year 1 last year who sat the phonics check in the autumn term of 2021 passed the check.

The Key Stage 1 English results have informed our plans for this year, and this is a key area of learning loss which we aim to address, in part through Pupil Premium funding.

The funding last year was used in part to supplement the online learning offer which we presented to children and parents during lockdown and partial school closure. The online learning was very well received by parents and enabled them to remain in very close contact with teachers, who supplied the children with curriculum work which followed a progression in line with 'normal' learning and who were able to provide timely and effective feedback also.

During lockdown and on return to school, much staff resource was devoted to ensuring children were well catered for in terms of mental health and wellbeing. This enabled children to return to school with confidence and also to put the pandemic into context, understanding the need for social-distancing, personal hygiene and the 'bubble' regime in school.

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
White Rose Maths Scheme	White Rose Maths
TT Rock stars - online times tables practice	TT Rock Stars
Reading Plus – online reading comprehension programme for KS2	Reading Plus
Purple Mash – online computing and general curriculum resource	2Simple
Learning By Questions – online quiz-based instant assessment tool for KS2	LbQ.org