

## Pupil Premium Funding Impact Report 2020-21

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers. **For 2020-21, the school was allocated £224,615.** This sum of money is based on an allocation of £1345 per pupil for 167 pupils entitled to free school meals or who have been entitled to free school meals at any point in the previous 6 years. These figures are based on the school census taken in January 2020.

The table below shows how this money was allocated in order to accelerate pupil progress and attainment.

Area of Funding	Allocation	Objective / Rationale
Contribution to costs of teaching staff	£70,000	To increase pupil teacher ratios through smaller class sizes / improved teacher –pupil ratios and additional teachers to increase impact of quality first teaching.
Contribution towards additional targeted teaching assistant support (SEN Support Team & EAL Support Team)	£20,000	To enable pupils to receive additional, targeted and specific support in lessons; thereby have better access to learning. Additional support also delivered around key teaching time.
Contribution towards cost of additional teaching assistants.	£23,000	To ensure that all classes have a dedicated TA. Additional, in class, support means pupils have better access their learning in all lessons and specific needs are better met.
Contribution towards Learning Mentor	£18,000	To ensure pupils / families receive support, in and beyond school to remove wider barriers to learning. The importance of this role cannot be overemphasised. Includes liaison with outside agencies as required.
Contribution towards additional Learning Mentor support	£3,000	To work alongside the learning mentor to help ensure pupils / families receive support, in and beyond school to remove wider barriers to learning. Includes liaison with outside agencies as required.
Contribution towards second, part time, SENCO	£3,500	As the number of SEN children increases year on year the school needs the capacity of a full time SENCO to ensure that SEN pupils are accessing the support they need in order to reach their potential. This part time role will mean that we have SENCO on site all week

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Development of outdoor learning environment(s)	£5,000	To further enhance provision to better enable pupils to learn in the outdoors (more Covid safe). Quality playtime provision leads to happier pupils who are better able to access their learning.
Development of leaning indoor environments	£5,000	To improve conditions for learning throughout the school. Comfortable, purposeful classrooms result in more focused pupils better able to access their learning.
Contribution towards development of ICT provision	£10,000	To purchase tablets, laptops etc / specific software to enable some pupil access to curriculum in a more appropriate / specific format. Greater need due to Covid
Contribution towards staff training	£6,000	Training of staff including: remote learning, SEND, core subjects / quality first teaching. Staff therefore better able to provide learning opportunities appropriate to all pupils' needs including if/when isolating
Contribution towards additional teaching staff providing focused support in Y2 and Y6 during spring term	£7,000	To enable learning support across the school to continue as additional staff are required in the spring term to support pupil access in end of year assessments - (subject to Covid)
Contribution towards transition activities at all stages	£4,000	To ensure that vulnerable children are appropriately supported during transitions i.e. into F2, Y2 to Y3 and primary to secondary which can be very stressful for some individual. Money used for staffing, transport etc - (subject to Covid)
Contribution towards development of phonics in EYFS / KS1	£6,000	To develop further, phonics teaching across EYFS / KS1 to ensure pupils enter KS2 with secure basic skills. Further resources being purchased to support pupils in KS2 on catch up programmes.
Development of enrichment activities	£6,000	Continued provision of wider curriculum activities to support pupils' social and emotional development which in turn leads to better access to learning / outcomes.
Contribution towards learning resources	£5,000	To enable the purchasing of specific resources to support curriculum access and learning.
Contribution towards attendance / punctuality rewards	£1,000	To support initiatives to encourage / improve rates of punctuality and attendance – range of initiatives throughout the year.

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Contribution towards Lunch Time Supervisors (LSAs) – school employs 11.	£5,500	To provide additional supervision at lunch time enabling staff to organise games / activities. This in turn improves lunchtime behaviour resulting in calmer happier pupils who therefore better access their learning – better progress / outcomes. Covid means that all duties have to be covered
Contribution towards educational visits	£3,000	To ensure that all pupils have full access to all educational visits / residentials irrespective of background / circumstances - (subject to Covid)
Contribution towards cost of translators / sign language staff	£2,000	To ensure that all families are fully aware of and can discuss their children's needs with school staff. We have 40 different languages spoken in school and the need for translation is growing.
Uniform / PE Kit	£2,000	To supply uniform to new arrivals to ensure integration into school and to speed up rate at which new arrivals feel comfortable in the school.
Contribution to Breakfast Club	£3,000	To provide additional resources to engage pupils attending the club. Provision enhanced as a result of Covid restrictions
Adult English language classes	£1,000	Classes in speaking / using English for families. Through improving their English parents & carers are better able to support their children's learning - (subject to Covid)
Remote Learning	£3,500	In response to needs due to Covid purchase additional resources, for targeted learning activities and for resources for home learning.
Easter revision resources programme	£2,000	To enable staffing of Easter / support sessions and purchasing of additional specific resources to support access to revision programme.
Welcome packs for EYFS pupils	£1,000	To provide new pupils with a range of school resources, prior to admission, to encourage / support learning.
Underwear /nappies & consumables	£300	To address the issue of very young children being in school who are not yet toilet trained. Provision of underwear etc. enable pupils to remain in school thereby accessing learning
Contingency	£9,815	To respond to needs as may arise / changes in circumstance e.g. new pupils joining the school throughout the year.
<b>Total Spend</b>	<b>£224,615</b>	

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### Barriers to Educational Achievement

Lowfield Primary is a high performing, continually improving 2-form entry, inner city school serving a diverse ethnic community, with high social disadvantage and unemployment. Our free breakfast club is extremely popular with our families serving 80+ breakfasts daily. Although the school primarily serves the community of Lowfield and its immediate neighbourhood, children travel from the other side of the city because of the value many families place on the school. The school accommodates very high levels of pupil mobility and many families join the school from overseas. Pupils are supported by a well-established EAL team and by members of staff who speak a range of different languages, such as Somali, Arabic, Urdu, Punjabi, French, Spanish, Ukrainian, Latvian and Polish. The wider inclusion team also ensures pupils with a range of additional needs are well supported. The school maintains a strong focus on trying to ensure every pupil is as well prepared as they can be for the next stage of their education.

Pupils enter the school significantly below national expectations. In September 2017 and 2019 no F2 child was at ARE in any area on entry. This improved slightly in September 2020 but remained at zero in the key areas of shape & space and reading and was only 4% ARE in writing. The school has a high number of FSM pupils (46.8%) as well as many additional disadvantaged pupils whose families are not entitled to pupil premium funding, a high number of pupils from ethnic minorities (95.3 %, 62.2% above national), a high number of pupils with English as an additional language (83.7 %, 62.5% above national; this is almost four times the national figure), a high number of pupils at SEN Support (17.6%, 3.8% above national), and has a deprivation indicator which puts the school in the most deprived 20% of schools (see Sheffield School Summary Report September 2019). Though the school recognises these significant barriers they are never seen or used as excuses for our pupils' progress and attainment. The school population has risen in recent years from 206 in 2009 to 376 currently (September 2020). Though the school is in the least stable 20% of schools nationally, increasingly families are choosing the school for their children as a consequence of its good reputation. The school was inspected by Ofsted in March 2017 and retained its status as a "good" school, in all areas. The inspector commented to school leaders that the school was very much at the top end of this category.

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### Rationale

The table above gives details as to how we are intending to spend our pupil premium funding, in order to improve pupil outcomes. A significant amount of the funding is to be spent on staffing costs as, as a school, we believe that timely and appropriate additional input from skilled professionals is the best method of closing gaps in children's knowledge and understanding. Our teaching assistants and wider support staff are carefully planned into all lessons, by class teachers, so that they are used to good effect in order to help raise the attainment of identified groups and individuals. In addition our smaller class sizes and additional support staff enable us to run extra phonics groups and oral language interventions. Both of these strategies are identified as having a high impact at a relatively low cost in the EEF (Education Endowment Foundation) Toolkit. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment (EEF Toolkit) we can demonstrate that, through our effective deployment of these staff. Our strategy is very effective and efficient.

### Impact Measures / Review

Children in receipt of pupil premium funding are an identified group within school. All class teachers know which pupils, in their class, are in this group and track their progress / attainment accordingly. Each term staff meet with the Headteacher to discuss their class's progress / attainment and pupil premium pupil outcomes form part of this discussion. In addition progress / attainment of pupil premium pupils is reported to and discussed with the schools governing body each term. Our pupil premium strategy is reviewed at the end of each year to consider successes and areas we can tweak to improve further.

*Christopher Holder October 2020*



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Due to the Covid-19 pandemic there is no published national data again for last year (2020-21). The figures below are therefore **from 2018-19** and serve to show the impact of pupil premium spending on pupil outcomes.

The table below shows the percentage of pupils attaining the required standard in our school, in each curriculum area. The table shows how these figures compare with the picture in Sheffield and nationally.

Subject	Lowfield % ( <i>with discounts</i> )	Sheffield %	National %
Reading	83	71	73
Writing	75	77	78
Maths	83	78	79
SPAG	90	75	78
Combined (R, W, M)	65	64	65

**Lowfield's outcomes are is above Sheffield in all measures, except writing.**

**Lowfield's outcomes are above national for, reading maths and SPAG and equal to national for combined.**

Subject	% Meeting Standard		% Higher Level of Attainment		Average Scaled Score ( <i>before discounts</i> )		Progress ( <i>before discounts</i> )	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
Reading	83	73	9	27	103.1	104.4	2.92	-5
Writing	75	78	7	20	NA	NA	1.86	-7
Maths	83	79	21	26	105.3	105.0	3.65	-5
SPAG	90	78	53	35	109.8	106.3	NA	NA

**Lowfield has met the floor standard for attainment.**

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### Year 6: Outcomes 2016-19

Subject	2016	2017	2018	2019
<i>Reading</i>	63(66)	71 (71)	76 (75)	83 (73)
<i>Writing</i>	73 (74)	84 (76)	74 (78)	75 (78)
<i>Maths</i>	83 (70)	82 (75)	84 (76)	83 (79)
<i>Spag</i>	93 (73)	86 (77)	84 (78)	90 (78)
<i>Combined</i>	48 (53)	61 (61)	66 (64)	65(65)

*2019 - With 3 discounts applied*

### Year 2: Outcomes 2016-19

Subject	2016	2017	2018	2019
<i>Reading</i>	65 (74)	71 (76)	75 (75)	68 (75)
<i>Writing</i>	48 (65)	64 (68)	68 (70)	61 (69)
<i>Maths</i>	57 (73)	67 (75)	70 (76)	63 (76)

### Foundation Stage (Percentage Good Level of Development) GLD

	2014	2015	2016	2017	2018	Gain 14-18	2019
<b>School</b>	51	63	70	75	63	+12	57
<b>Sheffield</b>	60	65	69	70	70	+10	70
<b>National</b>	60	66	69	71	72	+12	72

*Drop in 2019 outcomes was due to cohort specific issues+*

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The impact of whole school initiatives / pupil premium funding can be seen in the following outcomes:

### KS2 Disadvantaged Attainment

Subject	Lowfield Disadvantaged	National Disadvantaged	National Other
Reading	81	62	78
Writing	65	68	83
Maths	74	67	84
SPAG	81	67	83
Combined (R, W, M)	58	51	71

*Lowfield's outcomes are above National Disadvantage in all measures, except writing*

*Lowfield's outcomes are above National Other for reading*

### KS2 Disadvantaged Progress

Subject	2017	2018	2019	2019 Progress Non Disadvantaged
	<i>School</i>	<i>School</i>	<i>School</i>	<i>National</i>
Reading	5.18	5.27	3.13	-5
Writing	5.81	4.94	1.08	-7
Maths	3.96	6.89	3.54	-5

*Year on Year Lowfield disadvantaged progress is better than national progress measures for "all pupils".*



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### End of KS1 Attainment *(percentage at/above standard)*

Subject	Pupil Premium Pupils			National Other			Gap PP / NO	Gap PP / NO	Gap PP / NO
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	70	61	67	79	79	78	-9	-18	-11
Writing	65	52	54	72	74	73	-7	-22	-19
Maths	65	65	63	79	80	79	-5	-15	-16

*From 2018 to 2019, the school has closed the gap between the attainment of pupils supported by Pupil Premium and National Other in both reading and writing. The gap widened by 1 point in maths.*

### Foundation Stage GLD Outcomes: National Other (NO) / Disadvantaged *(Pupils in Receipt of Pupil Premium)*

2017			2018			2019		
Group	Percentage at GLD	Gap	Group	Percentage at GLD	Gap	Group	Percentage at GLD	Gap
NO	73	-13	NO	74	-9	NO	74	-18
Dis	60		Dis	65		Dis	56	

*Having closed by 4 percentage points from 2017 to 2018 the gap between National Other (NO) / Disadvantaged has widened by 9 percentage points from 2018 to 2019*

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**Year 1 Phonics Outcomes: NO** (National Other pupils) / **FSM** (Pupils in Receipt of Pupil Premium)

2017		
Group	Percentage at Std	Gap
<i>NO</i>	84 (70)	-9
<i>Dis</i>	75	(+5)

2018		
Group	Percentage at Std	Gap
<i>NO</i>	85 (72)	-9
<i>Dis</i>	76	(+4)

2019		
Group	Percentage at Std	Gap
<i>NO</i>	84 (71)	-22
<i>Dis</i>	62	(-9)

The performance of Dis pupils improved by 1% 2017 to 2018, this was equal to the national picture. The gap to “Other Pupils” i.e. all pupils remained the same.

2018 to 2019 the performance of Dis pupils fell by 14 % and the gap to “Other Pupils” widened. This was due to cohort specific issues.

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In summary, the impact of whole school initiatives / pupil premium funding can be seen in the following outcomes:

- For the last three years 2017-19, at KS2, Lowfield disadvantaged progress has been better than national progress outcomes for all pupils
- At KS2 pupil premium funded pupils achieved better outcomes than National Other for reading and achieved better outcomes than National Disadvantaged pupils in all measures, except writing
- At KS1, from 2018 to 2019 the school has closed the gap between the attainment of pupils supported by Pupil Premium and National Other in both reading and writing. The gap widened by 1 point in maths.

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- In Foundation, having closed by 4 percentage points from 2017 to 2018 the gap between National Other (NO) / Disadvantaged has widened by 9 percentage points from 2018 to 2019 for GLD. This was due to cohort specific issues i.e. 0% of pupils at ARE on entry to F2. High level of mobility within the cohort – 32 movements 20 pupils joined and 12 pupils left the cohort over the year. High level of SEN – much of this complex / high needs. Boys formed the majority of the cohort (29-19). A pupil with extreme behaviour issues. A very experienced HLTA left the school at December for personal reasons.
- In Y1, The outcomes of Dis pupils in phonics improved by 1% 2017 to 2018. This was is equal to the national picture. The comparison to “Other Pupils” i.e. all pupils, remained the same. Our disadvantaged pupils outperformed disadvantaged pupils nationally. In 2019 outcomes fell. This was due to cohort specific reasons i.e. High level of mobility -22 movements, 15 pupils joined and 7 left the cohort. Many new arrivals had low levels of attainment on entry and / or little school experience. High level of SEN needs. SEN almost doubled from 2017 to 2018, 7% SEN to 13% SEN. Large number of pupils with behavioural issues.

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### **Staffing (class teachers / support and training)**

All staff continue to have access to high quality CPD both within the school and from external providers.

Employment of additional staff ensures very good pupil / staff ratios. This enables our staff to better focus on individual pupils and tailor learning activities to meet their specific needs; thereby improving outcomes.

Additional teacher time was created to enable provide extra teaching support for pupils across the school. Two Academic Mentors were taken on to support pupils in maths and literacy and identified children, from across the school, benefited from an extra 15 hours 1:1 or small groups support.

Additional LSAs (Lunchtime Supervisory Assistants) have continued to be employed to add to our capacity at lunchtimes and to ensure that there is sufficient cover to meet the needs of those pupils who find more unstructured time a challenge. As a consequence lunchtime behaviour continues to improve.

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An additional pastoral TA role was created – This TA provided additional capacity to address pupils’ worries and concerns and supports their mental health. Consequently, some of our more vulnerable pupils were more settled in school and therefore better able to access their learning.

All classes have a dedicated TA to support learning. We also have additional support staff, who are not attached to specific classes, to better support our SEN and EAL pupils in order that they too can reach their potential. We also employ a Sports TA to enable all pupils’ to access PE and to enhance our lunch time and after school provision.

Our additional staff, i.e. EAL / SEN support and the Learning Mentor, were deployed across the school, based on analysis of learning outcomes, to further support and aid learning. This additional support is built into lesson by class teachers and is evidenced in planning and outcomes. Consequently, this additional support is always focused and targeted and is used to enable pupils to better access learning activities and to narrow the attainment gap to their peers.

### **Phonics / Reading**

Additional resources were bought to better support and enhance learning in this subject area including phonic decodable books. PDMs and twilights were used to develop staff skills in this area. Reading for disadvantaged pupils had improved in years 1, 3, 5 and 6 and remained constant in years 2 and 4. This is an area of focus / development in 2021-22

### **ICT Provision**

Additional software, to promote and enhance learning in a range of subject areas, was purchased. Tablet computers continue to be used by staff in F2 to make observations and record pupil outcomes. This speeds up the observation process and enables more time to be spent engaged with pupils requiring additional input. We have completed a programme to replace our old inter active white boards so that this technology is up to date and able to run the latest software. All boards have now been replaced. Additional laptops / tablets were purchased in order to enable children to take devices home during lockdowns.

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### **Educational Visits**

Educational visits enhance the curriculum and can help pupils better understand their learning; therefore it is important that all children can access these special events. In order to ensure this costs of visits are kept to a minimum and no one is exclude from attending due to difficulty in paying. This year, due to to Covid, classes were unable to undertake trips and visits, this sadly included our week long residential visit to Thornbridge Outdoor Pursuits Centre in the Peak District for Year 5 pupils

### **Development of the Learning Environment**

Both inside and outside spaces are being improved to ensure that we are providing our pupils with an engaging and stimulating place in which to develop and grow. This year we have:

- Completed our IAWB renewal programme
- Continued to develop our reading provision to provide a richer more appropriate reading resources and a more attractive reading environment
- Repainted areas of the school as necessary (including all outside areas)
- Constructed 2 new additional teaching spaces
- Constructed 2 new office spaces
- Purchased additional classroom furniture
- Purchased additional curriculum resources.
- Continued to develop our F2 outdoor area with additional appropriate resources.
- Added further new play resources to our playgrounds to enhance break / lunchtime time.

As a consequence of these developments our pupils experience a richer more engaging environment and are therefore better able to work in class and have a better quality of play / lunchtime.

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### Uniform / PE Kit

Our school takes in an increasing number of children from refugee families and families facing challenging circumstances – this includes many children in receipt of pupil premium funding. In such cases in order to ensure that the children can access PE, quickly settle in to the school and are made welcome, we provide them with a full PE kit and school uniform on admission. Our school uniform is well supported by our families and wearing it gives our pupils a sense of belonging and helps to create a mind-set which says I am coming to school to learn.

### Booster / Homework / Remote Learning

When our children need additional input to enable them to reach their targets we provide homework and booster packs in areas such as reading, maths, spellings / phonics. These packs are planned / made by the children's class teachers. In addition, sometimes, in order for a child to really grasp a concept they might require additional teacher input. This year, as school was closed to the majority of pupils all year groups were sending homework packs to enable our children to continue their education at home. Because of these strategies, children were able to make good progress in class and, during lockdown (s), were still able to engage with schoolwork whilst at home.

### Breakfast Club

We acknowledge the importance of starting the day with a healthy and nutritious breakfast. In order to better support our local community we provide a *free* breakfast club every morning before school. We regularly provide over 80+ free breakfasts each day ensuring our pupils start school with a full stomach and the energy necessary for a busy day of learning. Our Breakfast Club is now sponsored by Greggs Bakers however we still add to this funding. Before we began our breakfast club several pupils, each day, might miss portions of lessons due to being hungry or through feeling ill from lack of food. This no longer happens.

Breakfast club provides a safe and supportive environment where parents / cares can leave their children secure in the knowledge that they are being well cared for. Breakfast Club provides an informal environment where staff can meet and talk with parents / carers regarding any concerns they may have about their children. Usually, as part of our drive to improve reading standards in the school we sell a range of reading books every Friday morning during breakfast. This has always been very popular and helps foster a love of books /

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reading in our pupils. Sadly, due to Covid we were not able to do this during 2020-21. In order that no children went hungry all staff had access to a range of healthy snacks that they could give to children if they said that they had missed their breakfast.

During lockdown(s), as some families got into financial difficulty, we provided food parcels and signposted people to support agencies

### **Welcome packs for new EYFS pupils**

Though it was not possible to run our usual transition programme, due to restrictions due to Covid, we were still able to ensure that all children given places at our school were given a welcome pack comprising of information on the school a whiteboard and pen, paper, pencils, felt tips and crayons

*Christopher Holder September 2021*