

# Lowfield Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2024-25 academic year 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
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	40.9% (Gov.UK Schools, pupils and their Characteristics)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 -27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Christopher Holder. Headteacher
Pupil premium lead	Christopher Holder. Headteacher
Governor / Trustee lead	Nabeel Hussain – Chair of Governors.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	£244,200

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers. **For 2024-25, the school has been allocated £244,200.** This sum of money is based on an allocation of £1480 per pupil for 165 pupils entitled to free school meals or who had been entitled to free school meals at any point in the previous six years. These figures are based on the school census taken in October 2023

This document sets out how we are intending to spend our pupil premium funding, in order to improve pupil outcomes. Our aim is that we close the gap between pupil premium pupils and other children in our school so that they are able to compete on a level playing field when they move to their secondary schools. A significant amount of the funding is to be spent on staffing, 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. Class teachers carefully plan our teaching assistants and wider support staff into all lessons, 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.

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 carefully. Each term staff meet with the Headteacher to discuss their class's progress / attainment. Pupil premium 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.

## Challenges

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

Challenge number	Detail of challenge
1	The school has a high number of FSM pupils (42.4 %, 17.8% above national), as well as many additional disadvantaged pupils whose families are not entitled to pupil premium funding. (see PLASC Jan 2024 / Gov.UK Schools, Pupils and their Characteristics, IDSR 2023)

2	The school has a high number of pupils from ethnic minorities (97.7%, <i>60.3% above national</i> ), Many of these are also in receipt of pupil premium
3	The school has a high number of pupils with English as an additional language (86.3%, <i>63.5% above national</i> ; this is over three and a half times the national average, Many of these are also in receipt of pupil premium
4	The school has a high number of pupils at SEN Support (11.9%, <i>broadly equal to national</i> ). Many of these are also in receipt of pupil premium
5	The school has a deprivation indicator which puts the school in the most deprived 20% of schools
6	The school accommodates very high levels of pupil mobility (one of the highest in the city – see <i>Primary School Mobility Rank</i> , Sheffield LA and many families join the school from overseas, 86.3% EAL – currently 42 languages spoken in school
7	Pupils enter the school significantly below national expectations. In 2024 no pupil was at ARE in prime areas plus Literacy and maths, on entry.
8	Though attendance of PP pupils is lower than that of all pupils in school attendance data shows that pupil premium pupils (PP) attendance at Lowfield is better than that of PP pupils in the city as a whole by 0.4 percentage points
9	Persistent absence of PP pupils is lower than that of all pupils in the school, but still worse than the city as a whole by 1.7 percentage points

## 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
Across the school more PP pupils will be at ARE by the end of the year than at the start	The percentage of PP pupils at ARE, in reading, writing and maths in each class has improved over the year
Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them.	All identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
Gaps in learning are addressed effectively leading to successful catch up.	All children who need some additional support get that support, for example extra work in a small group to help them catch up. Staff responsible will check that these small group sessions / 'interventions' in are having a positive impact. When this is not the case the

	staff responsible will make changes to make sure they work more effectively.
Attendance of PP pupils improves	Attendance of PP pupils is an improvement on the figures for 2023-24
Persistent absenteeism is reduced	Persistent absenteeism of PP pupils is an improvement on the 2023-24 figure

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £168,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to costs of teaching staff	To increase pupil teacher ratios through smaller class sizes / improved teacher –pupil ratios and additional teachers to increase impact of quality first teaching <i>Teaching &amp; Learning / Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</i> <i>Teacher Feedback to improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards additional targeted teaching assistant support (SEN Support Team & EAL Support Team)	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. Demands on this team have increased as the number of children from outside of the UK has risen over time. <i>Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</i> <i>Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</i> <i>Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</i> <i>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</i> <i>Phonics   EEF (educationendowmentfoundation.org.uk)</i> <i>One to one tuition   EEF (educationendowmentfoundation.org.uk)</i>	1-7

<p>Contribution towards development of phonics in EYFS / KS1 / Early KS2</p>	<p>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.</p> <p><i>Phonics   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>Literacy Guidance Reports from EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1-7</p>
<p>Contribution towards Safeguarding Liaison officer</p>	<p>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 and work during school holidays.</p> <p><i>Improving Social and Emotional Learning in Primary Schools.</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><i>Improving Behaviour in Primary Schools</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1-9</p>
<p>Contribution towards second, part time, SENCO</p>	<p>As the number of complex 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 a SENCO on site over the whole week.</p> <p><i>National Senco Workforce Survey 2020</i> (<a href="http://bathspa.ac.uk">bathspa.ac.uk</a>)</p>	<p>4</p>
<p>Additional equipment and resources to support targeted interventions</p>	<p>To enable the purchasing of specific resources to support curriculum access and learning. To replace / purchase tablets, laptops etc. / specific software to enable some pupil access to curriculum in a more appropriate / specific format.</p> <p><i>Teaching Assistant Interventions   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>Reading comprehension strategies   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>Oral language interventions   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>Phonics   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>One to one tuition   EEF</i> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1-7</p>

Contribution towards staff training	Training of staff including SEND, core subjects / quality first teaching, remote learning and well-being (pupils and staff). Staff are better able to provide learning opportunities appropriate to all pupils' needs <i>Effective Teacher Development</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>Effective teacher CPD and CPD leadership - Research schools network</i>	1-7
Easter revision resources programme	To enable staffing of Easter / support sessions and purchasing of additional specific resources to support access to revision programme. <a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1-7

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of additional teaching assistants.	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. <i>Making Best Use of Teaching Assistants   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>Teaching Assistant Interventions   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>Reading comprehension strategies   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>Oral language interventions   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>Phonics   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <i>One to one tuition   EEF</i> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1-7
<i>Tuition Partner One to one mentor support</i>	Mentor to work 1: 1 or with small groups providing 15 hrs of targeted additional support for identified pupils.	1-7

	<a href="http://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp">www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</a> <i>One to one tuition   EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	
<i>School based mentors</i>	Targeted mentor support to work 1: 1 or with small groups <i>One to one tuition   EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	1-7

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

Budgeted cost: £57,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of educational visits	To ensure that all pupils have full access to all educational visits / residentials irrespective of background / circumstances. <i>Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</i>	1,5
Contribution towards the cost of out of school learning resources	To further enhance provision to better enable pupils to learn in the outdoor. Quality playtime provision leads to happier pupils who are better able to access their learning. <i>Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</i>	1-7
Development of indoor leaning environments	To improve conditions for learning throughout the school. Comfortable, purposeful classrooms result in more focused pupils better able to access their learning. <i>schoolleaders.thekeysupport.com/curriculum-and-learning/developing-teacher-practice/developing-an-effective-classroom-environment-research/</i>	1-7
Development of enrichment activities	Continued provision of wider curriculum activities to support pupils' social and emotional development which in turn leads to better access to learning / outcomes. <i>cornerstoneseducation.co.uk/news/what-is-a-broad-and-balanced-curriculum/</i>	1-7
Welcome packs for EYFS pupils	To provide new pupils with a range of school resources, prior to admission, to encourage engagement and to support learning.	1-7



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	
Contribution towards underwear /nappies & consumables for F2	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 <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards the cost of uniform / PE kit	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.	1-9
Contribution towards breakfast club	To provide additional support / resources to encourage targeted pupils to attend the club – revamp following closure due to Covid <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1,5,6,8,9
Contribution towards transition activities at all stages	To ensure that all children (whatever their need) 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. <i>Educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</i>	1-9
Contribution towards cost of translators / sign language staff	To ensure that all families are fully aware of and can discuss their children's needs with school staff. We have 42 different languages spoken in school and the need for translation is growing. <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1-9
Adult English language classes and other practical support sessions	Classes in speaking / using English for families. Through improving their English parents & carers are better able to support their children's learning. <i>Working with Parents to Support Children's Learning(educationendowmentfoundation.org.uk)</i>	1-9
Headteacher and SLO time to address	Children need to be in school every day if teaching is going to have a positive impact. See school / LA attendance reports.	8-9



attendance issues (NB paid for from whole school budget)	<p><i>Improving school attendance: support for schools and local authorities DFE</i></p> <p><i>Absence and attainment at key stages 2 and 4: - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</i></p> <p><i>Just one day off can hamper children's life chances - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</i></p>	
Contribution towards attendance / punctuality signage and rewards	<p>To support initiatives to encourage / improve rates of punctuality and attendance – range of initiatives throughout the year.</p> <p><i>Initiatives to improve school attendance.</i></p> <p><a href="https://www.lbhf.gov.uk/">https://www.lbhf.gov.uk/</a></p>	8-9
Contribution towards attendance worker	<p>Member of staff dedicated to addressing / supporting with attendance issues</p> <p><i>Improving school attendance: support for schools and local authorities DFE</i></p> <p><i>Absence and attainment at key stages 2 and 4: - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</i></p> <p><i>Just one day off can hamper children's life chances - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</i></p>	8-9
Contingency	<p>Experience shows that, due to high mobility pupils can arrive at any point in the year with a wide variety of additional needs. It is prudent that we have funds available to address these unexpected needs as they arise</p>	1-9

**Total budgeted cost: £244,200**

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes 2023-2024

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

### Year 6 - Disadvantaged (Percentage at Standard 2023-24)

Area	National	Sheffield	School
Reading	62.3	NA	67.7
Writing	58.3	NA	61.3
Maths	59.1	NA	74.2
Spag	58.9	NA	74.2
Comb	45.3	NA	51.6

Our Year 6 outcomes, for disadvantaged pupils are above national in all areas

### School Outcomes- (Whole school (all), Non Disadvantaged and Disadvantaged). Percentages at ARE (Age Related Expectations)

Area	All	Non Dis	Dis
Reading	50	47	55
Writing	47	40	48
Maths	50	43	52
Spag	21	20	37
Comb	40	37	44

Across the school the performance of disadvantaged pupils is better than that of non disadvantaged pupils and all pupils

### Attendance – 22/23 compared to 23/24 for disadvantaged pupils (PP)

2022/23	2023/24	Gain / Loss
91.5%	91.9%	+0.4%

Attendance of PP pupils improved by 0.4% 2022/23 to 2023/24

### Persistent Absence – 22/23 compared to 23/24 for disadvantaged pupils (PP)

2022/23	2023/24	Gain / Loss
27.7%	31.0%	-3.3%

Persistent absence of PP pupils worsened by 3.3% 2022/23 to 2023/24

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

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

Employment of additional staff continues to ensure very favourable pupil / staff ratios. This enables our staff to better focus on individual pupils and adapt learning activities to meet their specific needs; thereby improving outcomes. Additional teacher time was created to provide extra teaching support for pupils across the school. An Academic Mentor worked 1:1 or with small groups to support pupils in literacy and maths across the school.

All classes continue to have a dedicated TA to support learning. Further additional support staff, who are not attached to specific classes, deliver additional support to our SEN and EAL pupils in order that they too can reach their potential. Staff are also able to address pupils' worries and concerns and support their mental health. Consequently, some of our more vulnerable pupils were more settled in school and therefore better able to access their learning.

Our additional staff, i.e. EAL / SEN support and the Safeguarding Liaison Officer etc 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.

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; consequently, lunchtime behaviour is good.

## **Phonics / Reading**

We have continued to develop our approach to phonics teaching. Lessons, in all groups, have been regularly monitored throughout the year and children's progress and attainment has been assessed every six weeks. Our RWI lead has continued to provide individual and group development sessions to further support staff. PDMs and twilights have also been used to develop staff skills in this area. Reading improved across the school, as did phonics outcomes at KS1; this is now three years in a row of improvement.

## **ICT Provision**

Additional software, to promote and enhance learning in a range of subject areas, was purchased e.g. LBQ (Learning By Question) Programme.

## **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 also been informed that we have been selected as one of six Sheffield schools to be part of the DFE's rebuilding programme. We have therefore scaled back some of the site work planned as the school will be rebuilt – possibly on a new site, in the next five to six years.

In 2023-24 we have:

- Further developed our reading provision to provide a richer more appropriate reading resources and a more attractive reading environment
- Repainted areas of the school as necessary
- Further developed additional teaching spaces for SEN pupils
- Purchased additional classroom furniture as required
- Purchased additional curriculum resources to enhance teaching
- Continued to develop our F2 outdoor area with further appropriate resources.
- Added further new play resources to our playgrounds to enhance break / lunchtime time.

Because 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.

### **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 that 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 by and made by the children's class teachers. In our older year groups, teachers set / deliver some learning on line for children to access at home. This has proved popular with the children who are accessing it

### **Breakfast Club**

Our 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. In addition, as part of our drive to improve reading standards in the school we give away a range of reading books to children who have met their targets each week - This has always been very popular and helps foster a love of books / reading in our pupils.

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

As part of our transition programme we ensure that all children are given a welcome pack comprising of information on the school a whiteboard and pens, paper, pencils, felt tips, crayons and a reading book.

### **Externally provided programmes**

No non-DfE programmes were purchased in the previous academic year.