

Lowfield Primary School - 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	Lowfield Primary
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	36.2 (See PLASC Jan 2021 / Gov.UK Schools, pupils and their Characteristics)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Christopher Holder. Headteacher
Pupil premium lead	Christopher Holder. Headteacher
Governor / Trustee lead	Carol Castle. Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240, 755
Recovery premium funding allocation this academic year	£25, 955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£266, 710

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 2021-22, the school has been allocated £240,755.** This sum of money is based on an allocation of £1345 per pupil for 179 pupils entitled to free school meals or who had been entitled to free school meals at any point in the previous 6 years. These figures are based on the school census taken in October 2021.

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 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.

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 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.

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 as well as many additional disadvantaged pupils whose families are not entitled to pupil premium funding, (1-5 see <i>PLASC Jan 2020 / Gov.UK Schools, pupils and their Characteristics</i>).

2	The school has a high number of pupils from ethnic minorities (96.8 %, <i>75.5% 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 (87 %, <i>65.7% above national</i> ; this is over four times the national figure), Many of these are also in receipt of pupil premium
4	The school has a high number of pupils at SEN Support (14.3%, <i>1.5% above 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 (5 th highest in the city – see <i>Primary School Mobility Rank 20-21</i> , Sheffield LA and many families join the school from overseas, 87% EAL – currently 42 languages spoken in school
7	Pupils enter the school significantly below national expectations. In September 2017 and 2019 no F2 child was at ARE in any area on entry to the school This improved slightly in 2020 though, in Shape, Space and Measure and Reading the on entry level was still 0%. In 2021 only 2 of 42 children are at ARE in prime areas plus Literacy and maths, on entry.
8	Attendance date shows that pupil premium pupils (PP) attendance is worse than children as a whole by 0.6 percentage points, however this is better than the PP pupils in the city as a whole by 0,6 percentage points
9	Persistent absence by PP pupils is worse than the school as a whole by 20.5 percentage points. However it is better that the city as whole by 8.9 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 2020-21
Persistent absenteeism is reduced	Persistent absenteeism of PP pupils is an improvement on the 20-21 figure

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: £177,300

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 & 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</i>	1-7

	<i>to one tuition EEF (educationendowmentfoundation.org.uk)</i>	
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 (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards development of phonics in EYFS / KS1 / Early KS2	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. <i>Phonics EEF (educationendowmentfoundation.org.uk) Literacy Guidance Reports from EEF (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards Safeguarding Liaison officer (replacement for Learning mentor though role/ job description is largely the same)	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. <i>Improving Social and Emotional Learning in Primary Schools. educationendowmentfoundation.org.uk Improving Behaviour in Primary Schools educationendowmentfoundation.org.uk</i>	1-9
Contribution towards second, part time, SENCO	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 4/5 of the week. <i>National Senco Workforce Survey 2020 (bathspa.ac.uk)</i>	4

<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 (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></p>	<p>1-7</p>
<p>Contribution towards staff training</p>	<p>Training of staff including: SEND, core subjects / quality first teaching, remote learning and well-being (pupils and staff). Staff better able to provide learning opportunities appropriate to all pupils' needs including when isolating (if necessary)</p> <p><i>Effective Teacher Development educationendowmentfoundation.org.uk</i> <i>Effective teacher CPD and CPD leadership - Research schools network</i></p>	<p>1-7</p>
<p>Trauma Informed Schools Training</p>	<p>This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from pupil premium funding</p> <p><i>(traumainformedschools.co.uk)</i></p>	<p>1-7</p>
<p>Easter revision resources programme</p>	<p>To enable staffing of Easter / support sessions and purchasing of additional specific resources to support access to revision programme.</p> <p><i>Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</i> <i>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</i></p>	<p>1-7</p>

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic mentor to support in literacy</i>	Academic mentor taken on, through National Tutoring programme to work with small groups / 1:1 to address gaps in learning in English www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp <i>Reading comprehension strategies (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	1-7
<i>Academic mentor to support in Maths</i>	Academic mentor taken on, through National Tutoring programme to work with small groups / 1:1 to address gaps in learning in maths www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	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. www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	1-7
<i>School based mentors</i>	Targeted mentor support to work 1: 1 or with small groups <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	1-7

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

Budgeted cost: £66,910

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. <i>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</i>	1-7
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. - (subject to Covid restrictions) <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 attendance issues (NB paid for from whole school budget)	Children need to be in school every day if teaching is going to have a positive impact. See school / LA attendance reports. <i>Improving school attendance: support for schools and local authorities DFE</i> <i>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</i> <i>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</i>	8-9

Contribution towards attendance / punctuality rewards	To support initiatives to encourage / improve rates of punctuality and attendance – range of initiatives throughout the year. <i>Initiatives to improve school attendance.</i> https://www.lbhf.gov.uk/	8-9
Contribution towards attendance worker	Member of staff dedicated to addressing / supporting with attendance issues <i>Improving school attendance: support for schools and local authorities DFE</i> <i>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</i> <i>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</i>	8-9
Contingency	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	1-9

Total budgeted cost: £ 266, 710

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.

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.

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 2021-2022

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 interactive 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 / obtained in order to enable children to take devices home during lockdowns.

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.

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

Breakfast club provides a safe and supportive environment where parents / carers 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 / 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 pens, paper, pencils, felt tips, crayons and a reading book

Externally provided programmes

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

Further information

The last set of national data available (2018-19) shows the impact of whole school initiatives / pupil premium funding:

KS2 Disadvantaged Attainment *(percentage at/above standard)*

Subject	Lowfield Disadvantaged	National Disadvantaged	National Other
Reading	81	62	78
Writing	65	68	83
Maths	74	67	84
SPAG	81	67	83
Combined (RWM)	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".

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

Subject	Pupil Premium Pupils			National Other			Gap PP / NO 2017	Gap PP / NO 2018	Gap PP / NO 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 all subjects. The gap widened by 1 point in maths 2018 to 2019