

Pupil premium strategy statement – Lobley Hill Primary School. 2024 - 2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	R. Hocking
Pupil premium lead	R. Hocking
Governor / Trustee lead	S. Leaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£154,340

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

It is our intent at Lobley Hill Primary School that children from all backgrounds are able to grow as individuals and become healthy, positive and influential members of their community, who achieve in many ways for the benefit of themselves, their families, and others. At Lobley Hill Primary school we believe every child has the right to reach their academic, social, spiritual, physical and emotional potential. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

How does your current pupil premium strategy plan work towards achieving those objectives?

The plan we are implementing will provide support for children to ensure that they are able to access an ambitious curriculum which is rooted in nurture and pastoral care. Our core purpose is to provide a nurturing environment where our children flourish and where they develop confidence, resilience and achieve personal excellence.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit children in our school. Our approach will be responsive to common challenges and individual needs; careful planning, effective teaching and accurate assessments allow us to identify and support children who are at risk of falling behind their peers.

What are the key principles of your strategy plan?

- We ensure that teachers develop their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
- To ensure that Pupil Premium children are 'on track' with age-related expectations in all core subjects, ensuring targeted next steps are identified to narrow the gap.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We provide interventions for personal and academic development for example to accelerate phonic development as well as early fluency in reading.
- We provide specialist counselling for children with greater emotional needs.
- To develop our support for families who are finding day-to-day aspects of ensuring their children attend school difficult but who have been further challenged by the current cost of living crisis. This support will take the form of personal nurture, resources and technology.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' basic language skills and habits can be low on entry and this has an impact on a wide range of aspects such as access to reading via phonics and blending skills, attitude to reading, vocabulary acquisition, spelling, writing and general comprehension
2	Our 3 year tracking tells us school attendance and punctuality of those children entitled to PP funding is not in-line with their peers. Whilst short term improvements have been made, leaders recognise the need to embed sustained change in this critical area.
3	Complex situations at home or pupil's own mental health or SEND needs can mean that some pupils are not emotionally ready to learn when they are at school.
4	Our observations indicate that some of our disadvantaged pupils have limited enrichment opportunities which in turn affects attainment.
5	Through observations and discussions with pupils, some PP pupils, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.

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
Children in the early years to catch up with their peers in relation to attainment in Communication and Language and maths skills	By the end of the academic year the gap will lessen between PP and non-PP in communication and language and maths. This will enable learners to develop firm foundations as they move into Year 1.
The gap between PP and non-PP attendance will reduce. Minutes late for PP learners will decrease.	Continue to embed revised attendance procedures. Offer support and guidance for families who need assistance in children attending school. Deploy robust monitoring systems, support and legal intervention pathways as depicted in School attendance policy (such is written in line with Working Together to Improve School Attendance August 2024). PP attendance will increase and minutes late decrease.
Pupils' mental health and well-being will be supported through group and individual work linked to Thrive. Pupils are supported to share worries and concerns that they have with adults who are able to provide reassurance but also specific support. This allows pupils to feel positive about themselves and are able to focus on the learning within the classroom.	Children will feel they have a trusted adult in school Children's SEMH needs will be met Children who are entitled to extra support e.g. young carers, Virtual schools etc will be identified and advice sought.
Pupils access a wide range of enrichment experiences both in and out of school.	Social skills, independence, perseverance, and teamwork are developed. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils access a funded breakfast club and funded enrichment opportunities.
Children are able to know more and remember more in their learning this results in a narrowing attainment gap between pupil groups.	A greater percentage of those entitled to pupil premium achieve ARE and GD. Sensory profiles are understood by all and learners needs are successfully met resulting in a calm, regulated approach to school life. Rosenshein Principles working memory and cognitive load are understood by all. Such theories are embedded throughout the school wave 1 offer.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for the teaching of phonics to ensure all delivery is consistent and presents fidelity to the programme (RWINc).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children (DfE Guidance Choosing A Phonics Teaching Programme) (EEF Phonics Toolkit) Read Write Inc (RWInc) is a DfE validated Systematic Synthetic Phonics programme	1 and 5
Continue working with Maths Hub to deliver Mastering Number Programme – fund two teachers release time to train Purchasing relevant resources to be able to implement programme effectively	This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. The programme will also involve high quality professional development for teachers (NCETM Mastering Number) Mastering Number	1 and 5
Ensure all staff are trained on Rosenshine's Principles and have a secure understanding of sensory seeking profiles. Embed such practice into environments, curriculum content and delivery.	Principles of effective teaching <i>Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. (Barak Rosenshine).</i>	3 and 5

Staff have a greater understanding of sensory profile and sensory seeking behaviours. As such environments are sensory rich. High staffing ratios.	EEF SEN in Mainstream Schools If children's sensory diet is understood and met, then learners are more likely to be able to access learning. Research tells us this is achieved by making adjustments to the environments in which children are educated. Children should have access to a range of resources and staff but support from a TA does not replace access to a teacher.	3 and 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of TA to deliver bespoke interventions which enable learners to narrow the gap. • Fast Track Tutoring • Traffic Light Readers • Targeted language intervention for EY to support catch up in early literacy. Deployment of TAs for live lessons for phonics. Deployment of TA for targeted alternative phonics programme (resourcing, staffing and training).	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better EEF Research: Individualised Instruction Teaching Assistants Collaborative-learning-approaches	1,3 and 5

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

Budgeted cost: £51,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family support worker employed to support families with school attendance and punctuality.	DfE report on attendance (Working together to improve School attendance May 2022) and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%.	2
Family Support Worker employed by school for the purposes of: Early identification and intervention for families struggling with mental health, emotional wellbeing and/or SEMH Providing support for families struggling financially – being able to signpost for immediate support Providing support linked to attendance and punctuality	This role is to support children and their families with a variety of problems such as: attendance, lack of engagement and unwillingness to access external agencies. Help can also be signposted for drug and alcohol addiction; having a parent in hospital or prison; a parent or child with a disability or special educational needs (SEN); language barriers which mean they struggle to access local and national services; and needing help with general home management, finance and parenting skills. They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers. Parental Engagement Improving social and emotional learning	2 and 3
Support pupils with emotional needs through a range of support groups to improve resilience (CYPS, EWBT, etc.)	RISE counselling and Thrive intervention, facilitated by our Family Support Worker, to ensure children are able to access learning.	3
Residential and educational visits are subsidised. Daily Breakfast Club is provided free of charge	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. (EEF Outdoor Learning)	4

for Pupil Premium children. After-school club provision is provided.	EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months)	
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Total budgeted cost: £160,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of assessment data for the end of the academic year 2024, shows that by the end of EYFS 25 % of PP pupils achieved GLD compared to a cohort of 61%.

Out of the 14 children who did not pass the phonics screen in Y1, 53% were PP pupils. By the end of Year 2 only 1 pupil did not meet the expected standard.

When analysing KS1 data, there is a statistical difference between P and non PP pupil in writing with only 33% of PP learners reaching ARE.

However, by the end of KS2 such attainment differences have diminished with PP learners outcome being broadly in line with non PP learners. School data by the end of Key Stage 2 was above national for ARE. Thus demonstrating the impact of our interventions. To enable sustained impact, these will continue next academic year.

Our overall school attendance in 2023 – 2024 was a 0.8% increase from the previous year (94.2%); with attendance for PP learners being higher (94.4%). This further evidences the impact of the work completed last year. Attention now needs to turn to sustaining such methods. Of the 57 persistent absentee children from 2023 – 2024; 33% were entitled to P funding. This once again, shows initiatives are impacting on PP learners.

Of the 70 numbers who accessed breakfast club during the academic 2023 – 2024, 32 were entitled to PP funding.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
Reading Plus	DreamBox
TTRS	Maths Circle
MyMaths	Oxford University Press
Flash Academy	Learning Labs
Spelling Shed	Spelling Shed

Further information (optional)

Leaders recognise there may be some learners who are entitled to disadvantage funding who are not yet registered. School will ensure the needs of all learners are met and continue to strive to support all families.

School has a higher-than-average levels of SEND

School runs an ARMS provision for ASD learners

School has high staffing ratios throughout the classes

Classes are deployed according to pupil need.