



At Lobley Hill Primary School we aim to 'Be the best that we can be'
through being curious, adventurous and respectful in order to achieve



Lobley Hill Primary School

Pupil Premium Strategy



Pupil premium strategy statement – Lobley Hill Primary School 2022-23

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lobley Hill Primary School
Number of pupils in school	366 inc Nur
Proportion (%) of pupil premium eligible pupils	23% (85 chn)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	February 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Johanna James
Pupil premium lead	Johanna James
Governor / Trustee lead	ClIr C. Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,956
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,956

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help pupil and their families overcome obstacles so that these pupils can achieve personal and academic success through quality provision, nurture and tailored, targeted support.

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Common barriers to learning for disadvantaged pupil include: less support at home, weak language and communication skills, lack of confidence, attendance and punctuality issues, working memory and retention of learning. There may also be complex family situations that prevent pupil from flourishing. The challenges are varied and there is no "one size fits all".

For all of our pupil (disadvantaged or not) we aim to enhance oral language skills, address SEMH concerns, improve basic numeracy skills, offer increased reading opportunities, have access to high quality adult support through quality first teaching and targeted intervention and engage in a wealth of experiences through provision of visits, visitors and clubs. We expect all pupils (disadvantaged or not) to engage in all aspects of school life and enjoy coming to school. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

What are the key principles of your strategy plan?

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils is generally lower than the national average
2	Current attendance data indicates that attendance for disadvantaged pupils was 88.6% in Autumn 2022 compared to 93.4% for non-disadvantaged pupils.
3	Pupils’ basic language skills/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.
4	Some pupils find it difficult to master and retain mental fluency for maths which means they find it harder to tackle problems involving deeper understanding. This has been compounded by the impact of partial school closures.

5	Some pupils have gaps in skills, knowledge and understanding. The reasons for this are varied and include poor working memory, issues with retention, absence in addition to the disruption to learning caused by the lack of full, face-to-face schooling in the previous academic years. These findings are supported by national studies.
6	Parents/carers not reading with, or to, their pupil over a long period of time and reading not being seen as an important aspect of time outside of school. Families may not have the same access to appropriate resources at home such as a laptop or iPad.
7	Parents/Carers' financial circumstances worsened with current cost-of-living crisis. This can further impact parents/carers not being able to provide access to the appropriate resources at home.
8	Complex issues at home or pupil's own mental health issues/ SEND needs can mean that some pupils are not emotionally ready to learn when they are at school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected progress in reading, writing and maths	<ul style="list-style-type: none"> ▪ Attainment gap between disadvantage and non-disadvantaged pupils is reduced ▪ Key Stage 2 outcomes show that disadvantaged pupils reach national averages in reading, writing and maths
<p>The attendance of Pupil Premium pupils will be in line with the national average at 96% or above.</p> <p>There will be no PP pupils who are persistent absentees and for those who are, case studies will be in place for context</p>	<ul style="list-style-type: none"> ▪ Monitoring identifies positive attendance and pupils where attendance is an issue. ▪ Communication with parents clearly indicates issues and expectations. Support is provided where there are clear reasons for low attendance. ▪ Where issues continue, referrals to Legal Intervention Team are swift.
Pupils in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts.	<ul style="list-style-type: none"> ▪ Staff will model effective communication. ▪ Teaching will provide quality opportunities to model and scaffold accurate communication. ▪ Use of books to support the delivery of the curriculum will focus on vocabulary and language development.

<p>To improve speech, language and communication skills and vocabulary by end of KS1</p>	<ul style="list-style-type: none"> ▪ Interventions will emphasise language development regardless of the subject. ▪ Phonics teaching will be effective in developing pupils' ability to read with clarity ▪ Speech and communication skills will be improved and pupils in Early Years and Key Stage 1 will be able to communicate effectively ▪ End of Key Stage outcomes show that attainment of disadvantaged pupils in reading, phonics and writing reach national averages ▪ Pupils with English as an additional language can communicate effectively with others
<p>Pupils will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.</p>	<ul style="list-style-type: none"> ▪ Pupils will display high levels of fluency in basic maths skills. ▪ Mastering Number Programme will focus pupil to embed basic skills and enhance fluency through overlearning and repetition. ▪ In lessons, pupils will apply their fluency to varied context and problems. ▪ Assessments will demonstrate the retention of basic skills/ knowledge as scores improve. ▪ Percentage of pupils reaching ARE in maths will increase at KS1 and KS2.
<p>Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These will be employed by staff who have a developed understanding through implementation of strategies shared through Rosenshine and Quality First Teaching training. As a consequence, knowledge is embedded through strategies that enable pupils to learn more, remember more.</p>	<ul style="list-style-type: none"> ▪ Training is attended by all staff ▪ Teachers have professional conversations using a shared vocabulary of teaching. ▪ Coaching and mentoring opportunities provide time for staff to evaluate their teaching and reflect upon it. ▪ Pupils learn new material and retain it over the long-term. ▪ Lessons engage pupils and support their confidence through a high success rate with clear, small steps building their understanding systematically.
<p>Parents will read regularly with their pupil at home for those in EYFS and KS1 with an understanding of the need to do this to support early reading</p>	<ul style="list-style-type: none"> ▪ Guidance provided to parents about how to support reading and the importance of reading with their child.

	<ul style="list-style-type: none"> ▪ Pupils are provided with books to read at home which closely match the phonics they have secured in school. ▪ Monitoring of reading records shows that the pupils have read at home. ▪ Where parents/ carers are unable to support reading at home, additional support will be provided in school by other staff members or volunteers. ▪ Guidance provided to parents/ carers as pupils become older, more fluent readers, so that parents/ carers are clear about how they can support their child. ▪ Disadvantaged pupils will perform as well as their peers on the Year 1 phonics screening check.
<p>To support families in offering pupil a healthy breakfast and other opportunities for experiences.</p>	<ul style="list-style-type: none"> ▪ Breakfast Club is free for all pp pupils ▪ Those with poor attendance attend the breakfast club as support for improving attendance and punctuality ▪ Educational visits are subsidised ▪ After school/holiday clubs are sometimes aimed at particular pupils
<p>To monitor and support pupils' mental health and well-being through group and individual work</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ 1:1 support from Teaching Assistants for pupil who are identified as needing additional support ▪ Thrive in school support programme for pupil experiencing personal challenges led by Family Support Worker ▪ Close liaison with outside agencies to provide specialist support where needed e.g. counselling services, Early Help, CYPS, CAMHS, HINT ▪ Staff work closely with parents and carers to support pupils in a united approach

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment into further training of a DfE validated phonics programme to secure stronger phonics teaching for all children.</p> <p>Use training resources purchased to ensure all staff delivering the programme are fully trained and monitored.</p>	<p>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)</p>	<p>1, 3, 5, 6</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support. This will be delivered in line with the RWI approach</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. (EEF Phonics Toolkit)</p>	<p>1,3,5,6</p>
<p>Quality First Teaching - Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning.</p>	<p>Quality first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging.</p> <p>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students</p>	<p>1, 2, 4, 5</p>

	<p>and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>(EEF Guidance Pupil Premium)</p> <p>(EEF Guidance Professional Development)</p> <p>(Sutton Trust Quality First Teaching)</p> <p>(Sutton Trust What Makes Great Teaching)</p> <p>(Principles of Instruction Research-Based Strategies That All Teachers Should Know)</p>	
<p>Enhancement of Maths Curriculum – working with Maths Hub to deliver Mastering Number Programme – fund teacher release time to train</p> <p>Purchasing relevant resources to be able to implement programme effectively</p>	<p>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</p> <p>(NCETM Mastering Number)</p>	1, 4, 5
<p>Provide time and training for member of staff to become Senior Mental Health Lead</p>	<p>(DfE Guidance Mental Health & Wellbeing in Schools)</p> <p>(DfE Mental Health & Behaviour in Schools)</p>	1, 2, 3, 4, 7, 8
<p>Provide training for teachers in supporting pupils' mental health and well-being.</p>		

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

Budgeted cost: £54,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be</p>	<p>Children respond to small group teaching and more personalised feedback can be given.</p> <p>(EEF Toolkit Individualised Instruction)</p> <p>(EEF Toolkit Teaching Assistant Interventions)</p>	1, 3, 4, 5, 6, 8

able to implement and deliver a range of high quality interventions external to the classroom including pre and post teaching.	(EEF Toolkit Collaborative Learning) (EEF Guidance Making Best Use of Teaching Assistants)	
Early identification of children with special educational needs to ensure that provision is adapted to meet their needs	(EEF Guidance Special Educational Needs in Mainstream Schools)	1, 3, 4, 5, 8
Purchase of programmes for home/school use e.g: Reading Plus TTRS MyMaths Flash Academy	Learning can be consolidated at home and children engage well with digital learning. (EEF Toolkit Parental Engagement) (EEF Toolkit Homework)	1, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2, 3, 7, 8

	(EEF Toolkit Parental Engagement) (EEF Social and Emotional Learning Guidance) (DfE Working Together to Improve School Attendance)	
Enabling children and families to be able to afford school uniform and feel part of the school community. This extends to PE kits.	School uniforms present an unmanageable cost for families on a low income. This can impose sudden and considerable financial burdens on strained budgets that lead families to make sacrifices on food, heating and on occasions to enter into debt.	7
Class visits and visitors to be free or heavily subsidised A variety of after school clubs provided free of charge to widen children's experiences	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils (EEF Outdoor Learning)	7
Contingency fund for acute issues (in line with School Hardship Policy)	Based on our previous experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All but particularly 7

Total budgeted cost: £ [£114,956]

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.

The current pupil premium strategy aims to continue to address some of the barriers that our disadvantaged children face, in order to ensure they reach their full potential. Theoretically, the worst of the 2-year pandemic was over by the start of the academic year 2021, it was clear that the after-effects were continuing to be felt across the country, but specifically in schools. If anything, this year was more challenging than the previous two as the whole school cohort was back, but there were significant variances in academic and cognitive ability between pupils, with the same being said pastorally. Of greater concern has been the increase in the number of children in crisis, dealing with trauma, and struggling with mental health and wellbeing issues. This required an increase in support from staff, particularly around nurture, before some of these children were even ready to begin to close gaps in their learning. This decline in mental health and wellbeing has also extended to families, requiring support from school and other services. Unfortunately, one outcome from the pandemic was the significant increase in waiting lists meaning that even when referrals were made in a timely manner for our pupils they were then subject to significant waiting time to be seen or offered support by a professional.

In its report entitled [“The Impact of COVID-19 on Learning”](#), (2022), the EEF notes that there is “evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown”. It also references the fact that in primary schools, younger groups, for example Key Stage 1 pupils, have been the most significantly affected. This is particularly true for our pupils here at Lobley Hill.

All of our objectives have been carried over to allow strategies to embed to secure success for our pupil premium children. Attendance procedures have been reviewed and the policy updated to ensure a robust attendance system is in place. The Family Support Worker works closely with Senior Leaders to monitor attendance. Counselling sessions for our most vulnerable children have been implemented which has a positive effect on their mental health and confidence, which in turn improves their academic achievement. The SENCo has established effective and robust procedures to ensure the early identification of special educational needs to allow staff to make changes to their provision and for the right support to be sought at the earliest possible opportunity through referrals. The Family Support Worker has continued to support parents and carers with accessing food banks and food hampers, seeking benefits and grants for uniform and household items, ensuring children attend school every day and on time,

access to fuel poverty support, making appropriate referrals for support and general well-being and emotional support.

Pupil Progress meetings have been restructured to ensure senior leaders can challenge and support staff in identifying barriers for children and to consider attainment as well as progress. These meetings are formalised and actions followed up.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Reading Plus	DreamBox
TTRS	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.