



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 personal excellence.

Lobley Hill Primary School

Pupil Premium Strategy



Pupil premium strategy statement – Lobley Hill Primary School 2023-24

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	315 (342 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Carl Sutherland
Pupil premium lead	Andrew Beattie
Governor / Trustee lead	Cllr C. Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,950
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	£145,950

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.

Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families overcome obstacles so that these children 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?

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. As a school, it is key that we support our families during the current cost of living crisis.

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 if they fall behind.
- 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.

- 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	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.
2	Assessment, observations, and discussions with staff highlight that disadvantaged children have a greater difficulty retaining basic skills (vocabulary, SPAG and basic number facts). This is for various reasons such as lack of retention, poor working memory, attendance, and punctuality etc.
3	Lack of communication and lack of development around early language skills due to limited access to speaking and reading opportunities at home / pre-school groups.
4	Low attendance rates for key individuals alongside persistent absenteeism which is also an issue.
5	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. Retention of key information is a challenge.
6	Complex family backgrounds where parents are struggling with various issues which lead to children not being emotionally ready for learning. Instances of children with social and emotional wellbeing issues which then impact on learning and outcomes are more widespread.
7	Lack of support for reading at home with an adult and reading not being seen as an important aspect of time outside of school. Families may not have the same access to appropriate technological resources at home.
8	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.
9	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.

10	A significant proportion of PP children are also on our SEND Register and require additional support to address identified learning needs. There are a range of issues including toileting, speech & language, SPLD and physical / gross / fine motor.
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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
All children make rapid entry from low starting points in Early Years as 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 of why they are required and how to employ them. As a consequence, knowledge is embedded for long-term learning.	<ul style="list-style-type: none"> • Training is attended by all teaching 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. • Revisiting prior learning at the start of each lesson. • Lessons engage children and support their confidence through a high success rate with clear, small steps building their understanding systematically.
Children who demonstrate gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality-first teaching so that they can make accelerated progress. Specific skills will be targeted with assessments at the end of interventions used to measure progress.	<ul style="list-style-type: none"> • Children will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning such as phonics or times tables. • Both teachers and Teaching Assistants will implement interventions with a high degree of effectiveness. • Children will make rapid progress in basic skills. • The skills being supported will be applied within lessons back in the classroom. • Attainment in EYFS, KS1 and KS2 for PP children will be broadly in line with non-PP pupils. • Children will work hard, engage with the interventions and understand how they support their own progress. • Communication with parents will take place
Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.	<ul style="list-style-type: none"> • Children will have greater understanding of core basic skills. • Children will receive structured, daily personalised phonics, maths or reading ses-

	<p>sions targeting their individual needs allowing these children to close the learning and attainment gap. This will have a positive impact on quality-first teaching as the range of abilities in the classroom is narrowed.</p> <ul style="list-style-type: none"> • Assessments will evidence all children are making progress with their basic skills. • Children are able to utilise and transfer skills into all aspects of their learning. • Online reading programme to track progress and range of literature to have a positive impact on attainment and understanding of reading. • Online maths apps to track progress of development of key skills.
<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.
<p>Pupils in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts.</p> <p>To improve speech, language and communication skills and vocabulary by end of KS1</p>	<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. ▪ Interventions will emphasise language development regardless of the subject. ▪ Phonics teaching will be effective in developing pupils' ability to read with clarity and ensure fidelity to scheme. ▪ 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.

	<ul style="list-style-type: none"> ▪ 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>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. ▪ 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 Pupil Premium children. ▪ Those with poor attendance attend the breakfast club as support for improving attendance and punctuality. ▪ Educational visits are subsidised if necessary. ▪ After school are aimed at particular pupils and they are proactively encouraged to attend. Funding is allocated to support children to access this provision.

<p>To monitor and support pupils' mental health and well-being through group and individual work linked to Thrive.</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
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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: £38,052

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, 2, 3, 5, 7</p>
<p>Quality First Teaching - Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning. This will also include strategies supporting adaptive teaching.</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>‘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 and has a particularly positive effect on children eligible for the Pupil Premium.’ (EEF Guidance Pupil Premium)</p> <p>Training has also been made available for teaching and support staff to access Rosenshine’s Principles of Instruction with a focus on support for cognitive ability, small steps in learning, revisiting key concepts and greater retained memory. Additional training will be provided linked to strategies to support adaptive teaching. This is being delivered</p>	<p>1, 2, 3, 5, 7</p>

	<p>and revisited through staff meetings throughout 2023-24.</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>	2, 3, 5, 7

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

Budgeted cost: £89,066

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 able to implement and deliver a range of high-quality interventions external to the classroom including pre and post teaching.</p> <ul style="list-style-type: none"> Targeted language intervention for EY to support catch up in early literacy. 	<p>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</p> <p>(EEF Toolkit Individualised Instruction)</p> <p>(EEF Toolkit Teaching Assistant Interventions)</p> <p>(EEF Toolkit Collaborative Learning)</p> <p>(EEF Guidance Making Best Use of Teaching Assistants)</p>	1, 2, 3, 5, 7, 9, 10

<ul style="list-style-type: none"> • Targeted phonic intervention for EY, KS1 and Year 3. • Targeted reading intervention 1:1 and small group sessions in KS2. • Targeted times table small groups in Year 3, 4 and 5. 		
<p>Purchase of programmes for home/school use e.g:</p> <ul style="list-style-type: none"> • Reading Plus • Times Table Rock Stars • MyMaths • Flash Academy 	<p>Learning can be consolidated at home and children engage well with digital learning.</p> <p>(EEF Toolkit Parental Engagement)</p> <p>(EEF Toolkit Homework)</p>	<p>1, 2,5, 7</p>
<p>Purchase of high-quality reading books for use at school and home to ensure all children have access to good quality texts.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.</p> <p>Research suggests that an important factor in developing reading for pleasure is choice; choice and interest are highly related.</p> <p>Evidence suggests that parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.</p> <p>(Clark and Rumbold, 2006)</p> <p>(PIRLS, 2006; PISA, 2009)</p> <p>(Schraw et al, 1998; Clark and Phythian-Sence, 2008)</p> <p>(Clark and Rumbold, 2006)</p>	<p>1, 2, 7, 8</p>

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

Budgeted cost: £18,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker employed by school for the purposes of:</p> <p>Early identification and intervention for families struggling with mental health, emotional wellbeing and/or SEMH</p> <p>Providing support for families struggling financially – being able to signpost for immediate support</p> <p>Providing support linked to attendance and punctuality</p>	<p>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.</p> <p>(EEF Toolkit Parental Engagement)</p> <p>(EEF Social and Emotional Learning Guidance)</p> <p>(DfE Working Together to Improve School Attendance)</p>	<p>3, 6, 8, 9, 10</p>
<p>Enabling children and families to be able to afford school uniform and feel part of the school community. This extends to PE kits.</p>	<p>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.</p>	<p>8, 9</p>
<p>Residential and educational visits are subsidised.</p> <p>Daily Breakfast Club is provided free of charge for Pupil Premium children.</p> <p>After-school club provision is provided,</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>(EEF Outdoor Learning)</p> <p>EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months)</p> <p>As a school, we have observed how access to enrichment activities can</p>	<p>6, 8, 9</p>

free of charge, to widen children's experiences.	support the self-esteem and social skills of pupils.	
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	6, 8, 9, 10
Support pupils with emotional needs through a range of support groups to improve resilience (CYPS, EWBT, etc.)	RISE counselling, facilitated by our Family Support Worker, to ensure children are prepared to tackle problems with greater confidence and resilience.	7, 9, 10

Total budgeted cost: £145,950

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils which was affected by the pandemic. An increasing number of our PP pupils have additional needs and although make progress may still be working below age related expectations in some areas.

In Rec, 38% of PP pupils achieved the ELG for CLL. The vast majority were working below age expectation on entry.

In Year 1 62.5% of PP pupils passed the phonics screening test (5/8 children – 1 child has an EHCP). By year 2, 75% more pupils passed the retake (3/4 children).

In Year 2, 45% of pupils achieved expected standard in SAT's (6/14 children). *** pupils have SEN.

In Year 4, 57% pupils passed the MTC (4/7 children).

In Year 6, 36% pupils achieved expected standards in Reading, Writing and Maths (4/11 children).

We continued to target our additional PP funding on staffing and extra intervention in core learning areas. In EYFS, quality first teaching and interventions have accelerated progress in maths fluency although there continue to be some gaps in knowledge. Thorough, strategic planning of the curriculum has ensured that pupils have been taught all elements of the curriculum for their year group. Through the involvement in the national Mastering Number Programme, teachers from Reception to Y2 have delivered the sessions provided by the NCETM. This has supported those children who have gaps in their basic number knowledge. This training has continued in Year 4 5 in order to deliver the programme in 23/24 to a larger cohort. A whole school approach to the teaching of times tables; of focussed arithmetic teaching and a progression in mental maths skills is also in place across school. The whole school focus on cognitive load and retrieval practice through our Flashback 4 initiative has made an impact on children's ability to remember more and embed prior learning. This will continue to be a priority for staff CPD and implementation in the next academic year.

All pupil premium children have continued to have the opportunity to access the same enrichment and extra-curricular activities as non-PP children. In preparation for next academic year, PP pupils have been offered funded access to a club but not all have taken up the offer. Regular reminders continue to be given to encourage all families to engage. Extra-curricular clubs that will be offered include Basketball, Dance, Art, Gymnastics, Futsal, Art, Football, Board Games, Lego club, and Science. All PP pupils attended school visits. Preparation has taken place for the return to residential visits for Upper Key Stage 2. Subsidised funding will continue to be offered to PP parents to ensure their children can take part. Parental engagement has continued to improve. At least 90% of parents attended parental workshops and parent evenings in November and March. Breakfast Club continued to be offered to our PP children free of charge from 8:00am each morning.

Attendance for our Pupil Premium children for 2022/2023 was 89.3%.

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
MyMaths	Oxford University Press
Flash Academy	Learning Labs

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.