

# Pupil premium strategy statement

## Lowick C of E First School

Please note that Holy Island C of E First School does not have any pupil premium children currently on roll.

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   | Lowick C of E First School                      |
| Number of pupils in school  | 30  |
| Proportion (%) of pupil premium eligible pupils                                       | 10%   |
| Academic year/years that our current pupil premium strategy plan covers (3 year plan) | 2021/2022 to 2023/2024                          |
| Date this statement was published   | December 2023                                   |
| Date on which it will be reviewed   | July 2023                                       |
| Statement authorised by   | Rebecca Simpson, Headteacher                    |
| Pupil premium lead  | Rebecca Simpson, Headteacher                    |
| Governor / Trustee lead   | Charlotte Osborn, lead for disadvantaged pupils |

## Funding overview

| Detail   | Amount        |
|--|---------------|
| Pupil premium funding allocation this academic year                                    | £4,035        |
| Recovery premium funding allocation this academic year                                 | £435          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>   | <b>£4,470</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

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.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally are not read to as much at home and do not enjoy reading for pleasure. This negatively impacts their development as readers.  |
| 4                | <p>Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations including in maths.</p>   |
| 5                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.   |
| 6                | <p>Our attendance data over the previous year indicates that attendance among disadvantaged pupils has been 96.6% compared with 97.9% of non-disadvantaged pupils. In the first half term of 2021 – 2022 attendance of both groups were in line with each other at 93.7% and 94.3% respectively.</p> <p>Although there is not currently a large gap between the groups and no disadvantaged pupils have been 'persistently absent', attendance is lower. This is due to Covid rates rising in our area as children have been out of school due to testing and awaiting results and testing positive for Covid – hence the drop in attendance from end of 2020-2021 to the first half term of 2021-2022 of 2-3%. Our observations indicate that this time of school will negatively impact disadvantaged pupils' progress.</p> |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| Improved reading attainment among disadvantaged pupils.  | Reading outcomes in 2024/25 show that all of our disadvantaged pupils met the expected standard.  |
| Improved maths attainment for disadvantaged pupils   | Maths outcomes in 2024/25 show that all of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• the overall attendance rate for all pupils in line with or above national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li></ul>                               |

## 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: **£1,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.   | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1                             |
| Support for a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. This includes purchasing resources and staff training. We are using Read Write Inc (RWI)  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 2                             |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). This includes our Mastering Number training and intervention (done through the Great North maths hub) as well as Teaching for Mastery | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> | 3                             |

|   |   |   |
|---|---|---|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Continuing training and time to implement Thrive Approach work. Also, staff training in Psychological first aid.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 5 |
|---|---|---|

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

Budgeted cost: **£1,000 + recovery premium**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>We are using Word Aware and Talk Boost.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1, 4                          |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2                             |
| <p>School led extra time aimed at helping individuals / or very small groups of children fill in gaps in their learning.</p>   | <p>Work targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1,4                           |

|  |  |                   |
|--|--|-------------------|
|  | <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   |                   |
| <p>Collaborative learning opportunities delivered in a structured character education programme such as Commando Joe's. Also linked to behaviour and positive wellbeing.</p> | <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Also physical activity: There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | <p>1, 4, 5, 6</p> |

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

Budgeted cost: **£2,035**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on positive behaviour management and anti-bullying approaches, including training on Thrive Approach strategies and activities through group or individual Thrive action plans, with the aim of developing our school ethos and maintaining excellent behaviour and wellbeing across school. | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/> <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 5                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and time for attendance/support officers to improve attendance.</p>                        | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 6                             |
| Curriculum planning time and costs for activities, trips and visitors to school to support the cultural enrichment of pupils and fire up a love of learning and curiosity about the world. This is then followed up with structured activities to support improvements in learning including for writing.         | Evidence from EEF suggests that programmes which give pupils a memorable experience, like a day at the zoo, and then offers them a structured approach to writing about it showed significant improvement in their writing.   | 4, 5                          |



|                                    |   |     |
|------------------------------------|---|-----|
|                                    | <a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</a> |     |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, 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 |

**Total budgeted cost:** £4,035 + recovery premium

## 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.

We need to be careful with our assessments as our data involved extremely small groups (in this academic year we have three children on free school meals, last year we had two). Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was mixed. One child performed securely at age related expectations the other child was working towards age related expectations in key areas of the curriculum. No children are in receipt of service pupil premium.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We opened our school during lockdown to facilitate learning for the pupil who was performing below age related expectations to minimise the disruption for their learning and to help manage difficulties at home.

Although overall attendance in 2020/21 was 2-3% lower than in the preceding year, this mainly reflects the challenges of rising Covid cases in our local area. Attendance is important, which is why it remains a focus of our current plan however it should be noted that the gaps between groups of disadvantaged and non-disadvantaged are currently greatly reduced to less than 1%. This shows the result of successful strategy in school which has had a positive impact on attendance in terms of reducing the gap between groups of pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing school wide work on promoting a love of reading and reading for pleasure in particular. This includes small groups of readers, guided reading, library time, celebrating World Book Day and promoting story time.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.