

# Lostwithiel School Pupil premium strategy statement 2021 -2022

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	Lostwithiel School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2020- August 2023
Date this statement was published	15/11/2021
Date on which it will be reviewed	01/11/2022
Statement authorised by	Natalie Simmonds
Pupil premium lead	Natalie Simmonds
Governor / Trustee lead	Tom Miles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,935
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 38,560

# Part A: Pupil premium strategy plan

## Statement of intent

***The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers, that they receive high quality teaching and excellent opportunities every day and that they leave Lostwithiel Primary school with the confidence, skills and knowledge to access the secondary curriculum and succeed.***

When making decisions about using Pupil Premium funding it is important to consider the context of the school, our unique Cornish location and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. 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.

### **Lostwithiel School will:**

- Ensure the head teacher is the designated person for disadvantaged pupils and the implementation of strategy
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed by senior leaders and Governors.
- Provide funding for disadvantaged pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s are reported to governors that include disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1.	Disadvantaged pupils and vulnerable families have higher absence rates than those who are not disadvantaged. School have managed this well during the pandemic. Academic year 2020-2021 pupils who were non pupil premium had attendance of 97.88% while pupil premium pupils had attendance of 96.91%. As a school we aim for <i>all</i> children to be attending at 98%.
2.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has been evident in the school baseline process in Early Years October 2021 and evident in Key stage 1 pupils.
3.	Lack of early reading support at home and pre-school phonics provision for disadvantaged pupils negatively impacts their development as readers.
4.	Progress and attainment in writing is lower than disadvantaged pupils in Key stage 2 with attainment of disadvantaged pupils at 33% in KS2 compared to non-disadvantaged at 84% (NB* number of disadvantaged pupils in this cohort was very small)
5.	We have seen a rise in social, emotional and mental health concerns and referrals, particularly among disadvantaged pupils following the pandemic and those who are looked after children or in special guardianship. Behaviour support for vulnerable pupils has been increased following the pandemic including nurture provision for identified pupils. Pupils in Early years have lower on entry communication and language and PSED baseline than prior to the pandemic. We have not reported numbers here in this document due to the small numbers within school and the close knit nature of our community.

## 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
Every child leaves Key Stage 1 at Lostwithiel School able to read fluently. Every child passes their phonics screening in year 1, those that do not, pass in year 2.	2022/2023 95% of pupils will pass their phonics screening check, with all disadvantaged pupils passing the check in year 1 (NB* this would not include pupils with an acute SEND need such as mute)
All pupils are able to produce high quality writing that is aware of its audience and purpose. Disadvantaged pupils are confident writers and they meet the	

<p>expected standard for writing in KS2. Children who have performed well in KS1 continue on this flight path despite the challenges of the covid pandemic.</p>	<p>KS2 writing outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Sustain high attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 8% (in line with national figures for all pupils)</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Higher levels of resilience in pupils shown in learning through observations, book looks and monitoring</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: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively with absolute fidelity- this is the Lostwithiel way. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background.</p> <p>Access to the Online Subscription for staff training.</p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
Use of 'No More marking' standardised diagnostic tool to compare to writing nationally.	<p>Training to ensure teachers make accurate judgements for writing and can identify where gaps in learning are a barrier to progress. Teachers include response to gap analysis in whole class planning and teaching</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4
High Quality Teaching for all, every day	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively'</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p>	2,3,4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program.</p>	<p>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. Online Subscription films sent home.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Nuffield Early language intervention in Early years.</p> <p><a href="https://www.elklan.co.uk/NELI">https://www.elklan.co.uk/NELI</a></p>	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p><a href="https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention">https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention</a></p> <p><a href="https://www.elklan.co.uk/OurWork/CaseStudies/NELI/">https://www.elklan.co.uk/OurWork/CaseStudies/NELI/</a></p>	<p>2</p>

<p>Engaging with the National Tutoring Programme to provide tuition in small groups planned and monitored by the class teacher whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Use of Multi agency support team or Targeted Sessions with CLEAR play therapy/CELT therapist for pupils with acute SEMH needs</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAC meetings, therapy services and family support for boundaries.</p>	<p>5</p>

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

Budgeted cost: £ 14,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance, including Education Welfare service, and use of funding to provide transport for pupils</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1</p>

<p>Enrichment through weekly forest school, yoga, extra-curricular clubs, music lessons and wider curriculum – Lostwithiel school fund 75%of music lessons, trips visits</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils need access to experiences to enable them to accumulate these skills.</p>	<p>5</p>
<p>Free Breakfast club places for disadvantaged learners</p>	<p>Evaluation from the EEF found that in schools where there are free of charge before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance</p>	

**Total budgeted cost: £ 38, 560**



## 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.

#### Attendance:

Attendance strategies have had a positive impact on attendance of all pupils and disadvantaged learners with non-pupil premium attendance of 97.88% and pupil premium pupils had attendance of 96.91%. Persistent absence was around 3% with PP pupils counting for 0.6% of this.

#### Key Stage 2

In Key stage 2, year 6 outcomes for disadvantaged learners were significantly lower than non-disadvantaged with only 33% of disadvantaged learners achieving the expected standards in reading, writing and maths. The number of disadvantaged pupils in this cohort was small (3). We believe the outcomes would have been 66% as pupils had been adversely effected by the challenges of the covid 19 pandemic and partial school closure. We mitigated this across the school by inviting every disadvantaged pupil in for face to face education as a vulnerable pupil and providing high quality devices and online teaching to those who could not attend.

#### Key Stage 1

In year 2 outcomes there is a gap between disadvantaged learners but this is smaller than that in year 6 (see below). 91% of the children in this cohort returned to school on June 1<sup>st</sup> 2020 when this was a choice for families and this has had a positive impact of their progress.

Phonics outcomes have been strong for both disadvantaged and non-disadvantaged pupils. Again, we had high attendance from the Early years cohort in June and July 2020 which helped to mitigate lost learning in the first school closure. The high quality phonics scheme, targeted catch up and 121 tutoring with 'pinny time' has all had positive impact on progress and attainment in phonics and early reading.

#### Early Years

Attainment and progress for disadvantaged children in early years is broadly in line with non-disadvantaged, with writing being the weakest area and therefore an area for development.

## Internal Data Headlines 2020-2021

Year 6 - 21 pupils								
	Prior Attainment		Summer 2021 data					
	Number meeting expected standard KS1	Number exceeding expected standard KS1	Number meeting expected standard	Number Greater Depth	Number of PP meeting expected standard	Number of PP exceeding expected standard	Number of SEN meeting expected standard	Number of SEN exceeding expected standard
Reading	16/21 76%	5/21 23%	17/21 81%	10/21 48%	1/3 33%	1/3 33%	4/6 66%	2/6 33%
Writing	14/21 66%	4/21 19%	16/21 76%	5/21 24%	1/3 33%	1/3 33%	4/6 66%	0/6
Maths	17/21 80%	6/21 28%	16/21 76%	8/21 38%	1/3 33%	0/3	4/6 66%	1/6 16%

Year 2								
	Prior Attainment		Summer 2021 data					
	Number meeting expected standard EYFSP	Number exceeding expected standard EYFSP	Number meeting expected standard	Number exceeding expected standard	Number of PP meeting expected standard	Number of PP exceeding expected standard	Number of SEN meeting expected standard	Number of SEN exceeding expected standard
Reading	84% 21/25	12% 3/25	21/25 84%	3/25 (12%)	4/6 (66%)	1/6 16%	0/2	0/2
Writing	80% 20/25	9% 2/25	18/25 72%	3/25 (12%)	3/6 50%	1/6 16%	0/2	0/2

Maths	88%	9%	21/25	4/25 (16%)	4/6 (66%)	0/6	0/2	0/2
	22/25	2/25	84%					

Year R (EYFS) - 22 pupils								
Prior Attainment			Summer 2021 data					
	Number meeting expected standard Nursery	Number exceeding expected standard Nursery	Number meeting GLD	Number exceeding GLD	Number of PP meeting GLD	Number of PP exceeding GLD	Number of SEN meeting GLD	Number of SEN Exceeding GLD
Reading	C19 lockdown N/A		18/22 81%	0	5/6 83%	0/6	0/3	0/3
Writing	C19 lockdown N/A		15/22 68%	0	4/6 66%	0/6	0/3	0/3
Maths	C19 lockdown N/A		19/22 86%	0	5/6 83%	0/6	1/3 33%	0/3

Phonics check Y1	Number achieving pass on phonics check	Number of PP achieving pass on phonics check	Number of SEN achieving pass on phonics check
	92%	80%	1 / 2 50%

## 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

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## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A