

# Lostwithiel School Pupil premium strategy statement 2023 -2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	153 (+23 nursery children)
Proportion (%) of pupil premium eligible pupils	20% (+1 EYPP in nursery)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	August 2023- July 2026
Date this statement was published	29/09/23
Date on which it will be reviewed	July 2024
Statement authorised by	E Badger
Pupil premium lead	E Badger/K Webber
Governor / Trustee lead	S Radnedge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,245 (Apr 23 - Mar 24)
Recovery premium funding allocation this academic year	£5,365.00
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	£60,610

## Part A: Pupil premium strategy plan

*Pupil Premium represents additional funding that the government gives to schools for each pupil considered to be disadvantaged. Poverty or low income is the single most important factor in predicting a child's future life chances, with many pupils in low income families having low attainment by age 16. The Government believes that the Pupil Premium is the best way to address these underlying inequalities.*

### 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, we have considered:

- The context of our school
- The needs of our Pupils
- The challenges / barriers
- Research from EEF (Education Endowment Fund)

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged Pupils.

For all disadvantaged Pupils in our school to make, or exceed, nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning.

Key Principles:

Ensure that teaching and learning opportunities meet the needs of all Pupils.

Ensure that appropriate provision is made for Pupils with multiple vulnerabilities.

To provide targeted interventions through small group or 1:1 support.

Support payment for activities, educational visits and residential visits, to ensure that children have first-hand experiences to draw upon in their learning.

Support from external agencies, including Behaviour Support, Mentoring etc.

## Challenges

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

Challenge number	Detail of challenge
1.	We will ensure that the attendance of our disadvantaged pupils is the same as or higher than non-disadvantaged pupils. We are aiming for 96.5% attendance.
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 2023 and evident in Key Stage 1.
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 2022-2023 writing is lower than non-disadvantaged pupils in Key stage 2 with attainment of disadvantaged pupils at 60% and combined W/R/M at 60%. In KS1 attainment in writing is 57% and is below non disadvantaged in writing.
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. 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.	2023/2024 96% (25 out of 26) pupils will pass their phonics screening check, with ALL disadvantaged pupils passing the check in year 1.
All pupils are able to produce high quality writing that is aware of its audience and	KS2 writing outcomes in 2023/24 show that more than 50% of disadvantaged

purpose. Disadvantaged pupils are confident writers and they meet the expected standard for writing in KS2.	<p>pupils ( 2 out of 4) meet the expected standard.</p> <p>KS1 writing outcomes in 2023/2024 show that more than 70% of disadvantaged meet the expected standard, in line with national.</p>
Sustain high attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, 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 7% and the figure among disadvantaged pupils being no more than 10% (in line with national figures for all pupils)</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from TEAM 12, 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: £ 21,000

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 and links to be sent out to parents.</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 'The Write Stuff' to help chunk learning for PP children and raise attainment in writing across the school.	<p>Ensure all staff (including new staff) are trained to use 'The Write Stuff' units for English. Ensure expectations for writing are high in all year groups and pupils can organise their ideas in a structured and cohesive manner. Raise the quality of vocabulary taught and used by pupils in their writing, monitoring the amount of tier 2 vocabulary used by our PP learners.</p> <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>	4

Train staff in using effective Oracy strategies in the classroom. Plan whole school approach for teaching Oracy.	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Focus will be given to PP children when developing and embedding Habits of Discussion and other oracy tools.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
--	---	---

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI.	<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>	3
One to one and small group phonic tuition by teaching staff	<p>One to one tuition is stated by the EEF toolkit as being one of the most effective interventions to close the disadvantaged gap and is even more effective when delivered by teaching staff.</p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4
Use of Multi agency support team or Targeted Sessions with CLEAR play therapy/MHST for pupils with acute SEMH needs. Staff training on Neurodiversity from Penny Hermes.	<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>	5

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

Budgeted cost: £ 18,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, including Education Welfare service, and use of funding to provide transport for pupils	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>	1
Enrichment through weekly forest school, Rock Steady, extra-curricular clubs, music lessons and wider curriculum – Lostwithiel school fund 75% of music lessons, trips visits.	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.	5
Develop the range of extracurricular activities available for pupils to increase	Develop the range of extracurricular activities available for pupils to increase motivation and participation in lessons and therefore improvement attainment 100% of disadvantaged pupils engage in at least one extracurricular activity. All disadvantaged pupils	5

<p>motivation and participation in lessons and therefore improvement attainment 100% of disadvantaged pupils engage in at least one extracurricular activity. All disadvantaged pupils learn a musical instrument. All disadvantaged pupils participate in to residential visits and trips.</p>	<p>learn a musical instrument. All disadvantaged pupils participate in residential visits and trips.</p>	
<p>Free Breakfast club and After school 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. In addition to the above, we provide financial assistance for uniform and food parcels for families that need it.</p>	

**Total budgeted cost: £ 58, 245**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<u>2022 2023 Strategy</u>	<u>Impact</u>	<u>Review</u>
Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.	100% of disadvantaged pupils achieved pass in their phonics screening and this is likely to be sustained this academic year.	This initiative is to be continued as part of the three year strategy.
Use of 'No More marking' standardised diagnostic tool to compare to writing nationally.	Lostwithiel School was moderated in KS1 2022 with all teacher judgements being moderated as accurate.	Moderation and monitoring is evidence shows that teachers are able to make accurate judgements and identify gaps and next steps in writing. This will be continued as part of the strategy.
High Quality Teaching for all, every day	Lostwithiel School was judged to be GOOD by Ofsted in March 2022 ' <i>Leaders place no limits on what pupils can achieve. They consider carefully what they want pupils to learn. The curriculum helps pupils to become life-long learners.</i> '	The unrelenting focus on high quality teaching will continue as part of the strategy.
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.	100% of disadvantaged pupils achieved pass in their phonics screening and this is likely to be sustained this academic year. They continue to read at age related expectation throughout Key Stage 2	This initiative is to be continued as part of the three year strategy.
Nuffield Early language intervention in Early years.	Pupils showed good progress from baseline starting points and in language development.  60% of disadvantaged pupils achieved GLD	This initiative is to be continued as part of the three year strategy
Attendance	Whole School: 94.68%  Disadvantaged: 94%  PA:12%	Increased visits from EWO have supported Attendance. Informal 'chats' have helped support families and improve attendance. Offers of BC and ASC have helped. Penalty notices have been issued to families in line

		with CELT policy. Support plans for late children have significantly reduced lateness.
--	--	--

## 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 Phonics Scheme	OUP- Ruth Miskin
The Write Stuff	The Training Space – Jane Considine

## 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

**Further information (optional)**