

Lostwithiel School Pupil premium strategy statement 2022 -2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	158
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2020- August 2023
Date this statement was published	10/12/2022
Date on which it will be reviewed	November 2023
Statement authorised by	Natalie Simmonds
Pupil premium lead	Natalie Simmonds
Governor / Trustee lead	Kirsty Strudwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,820
Recovery premium funding allocation this academic year	£5,075
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	£ 54,895

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 2021- 2022 pupils who were non pupil premium had attendance of 94.5 %while pupil premium pupils had attendance of 93.5%. Persistent absence of pupil premium pupils was 20%. As a school our target this year is to get back to pre-pandemic levels of attendance with disadvantaged pupils attendance 95.5% and PA at 10% or under.																																																																						
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 2022 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.	<p>Progress and attainment in 2021-2022 writing is lower than non-disadvantaged pupils in Key stage 2 with attainment of disadvantaged pupils at 75% and combined W/R/M at 50% and progress in Reading and maths for disadvantaged pupils at +2.1% and non disadvantaged at +2.5%. Work in closing the gap has been effective in reading and maths but needs to be continued in writing. In KS1 we can see attainment is below non disadvantaged in all areas, with writing a key focus again.</p> <p><small>CELT figures.</small></p> <table border="1"> <thead> <tr> <th rowspan="2">KS1</th> <th colspan="5">Expected Standard</th> </tr> <tr> <th>All</th> <th>Boys</th> <th>Girls</th> <th>Dis</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>100%</td> <td>80%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>89%</td> <td>80%</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>100%</td> <td>80%</td> <td>67%</td> <td>76%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="5">Expected Standard</th> </tr> <tr> <th>All</th> <th>Boys</th> <th>Girls</th> <th>Dis</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>100%</td> <td>83%</td> <td>100%</td> <td>74%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>60%</td> <td>75%</td> <td>75%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td>80%</td> <td>75%</td> <td>75%</td> <td>71%</td> </tr> <tr> <td>Combined</td> <td>65%</td> <td>60%</td> <td>67%</td> <td>50%</td> <td>59%</td> </tr> <tr> <td>GPS</td> <td>82%</td> <td>80%</td> <td>83%</td> <td>100%</td> <td>72%</td> </tr> </tbody> </table>	KS1	Expected Standard					All	Boys	Girls	Dis	National	Reading	88%	100%	80%	67%	75%	Writing	83%	89%	80%	67%	69%	Maths	88%	100%	80%	67%	76%	KS2	Expected Standard					All	Boys	Girls	Dis	National	Reading	88%	100%	83%	100%	74%	Writing	71%	60%	75%	75%	69%	Maths	76%	80%	75%	75%	71%	Combined	65%	60%	67%	50%	59%	GPS	82%	80%	83%	100%	72%
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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.
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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
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
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 expected standard for writing in KS2.	KS2 writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils meet the expected standard- in line with non-disadvantaged nationally.
Sustain high attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • 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%. • 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)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Higher levels of resilience in pupils shown in learning through observations, book looks and monitoring
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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: £ 16 500

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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4

High Quality Teaching for all, every day	<p>Implementation of the WRITE STUFF Scheme of Work for writing. 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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p>	2,3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000

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 including use of the Fresh Start program.	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Nuffield Early language intervention in Early years.</p> <p>https://www.elklan.co.uk/NELI</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>https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention</p>	2

	https://www.elklan.co.uk/OurWork/CaseStudies/NELI/	
Use of Multi agency support team or Targeted Sessions with CLEAR play therapy/CELT therapist for pupils with acute SEMH needs	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.	5

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

Budgeted cost: £ 22,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, including Education Welfare service, Attendance Officer time 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. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	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

Free Breakfast club and After school club places for disadvantaged learners	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	
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Total budgeted cost: £ 55, 060

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>2021 2022 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 were 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. 67% of disadvantaged pupils achieved GLD (NB under 5 pupils)	This initiative is to be continued as part of the three-year strategy
Use of Multi agency support team or Targeted Sessions with CLEAR play therapy/CELT therapist for pupils with acute SEMH needs	Ofsted March 2022 stated <i>They feel safe and attend well. Pupils say that there is always someone to share their worries with. Parents say that staff go the extra mile to make sure pupils are cared for and happy.</i> '	This initiative is to be continued as part of the three-year strategy. The SENDCO will have further L3 training and school have allocated further funding to

	<p><i>'Staff understand pupils' vulnerabilities well and respond appropriately to their needs. They receive training that enables them to identify where support is necessary. Established procedures are in place for recording and reporting concerns. Leaders ensure that families receive the help they need in a timely way'</i></p>	CLEAR sessions for individual pupils with need.
Attendance, including Education Welfare service, and use of funding to provide transport for pupils	<p>Disadvantaged pupils and vulnerable families have higher absence rates than those who are not disadvantaged, However, measure put in place means this gap was only 1% last academic year. Academic year 2021- 2022 pupils who were non pupil premium had attendance of 94.5 %while pupil premium pupils had attendance of 93.5%. Persistent absence of pupil premium pupils was 20%. As a school our target this year is to get back to pre-pandemic levels of attendance with disadvantaged pupils attendance 95.5% and PA at 10% or under.</p>	This initiative is to be continued as part of the three-year strategy, with further focus on supporting and challenging persistent absence of disadvantaged pupils.
Enrichment through weekly forest school, Rock Steady, extra-curricular clubs, music lessons and wider curriculum – Lostwithiel school fund 75%of music lessons, trips and residential visits.	<p>When conferenced, disadvantaged pupils talked positively about the wider curriculum and extra-curricular activities on offer.</p>	This initiative is to be continued as part of the three-year strategy with more in school trips and visits planned wider curriculum to build cultural capital.
Free Breakfast club and After school club places for disadvantaged learners	<p>35% of our disadvantaged pupils take up the offer of free breakfast club places. For those who do not (often for transport reasons) school provide breakfast on site on arrival for those who need it.</p>	This initiative is to be continued as part of the three-year strategy with class teachers encouraging those pupils who do not take up BFC or ASC to do so.

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