

## Pupil premium strategy statement

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	Lower Fields Primary Academy
Number of pupils in school	406 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	33% (135 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs A Gavin
Pupil premium lead	Mrs A Gavin
Governor / Trustee lead	Pankaj Kaushik

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,440
Recovery premium funding allocation this academic year	£6000
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	£210,440

# Part A: Pupil premium strategy plan

## Statement of intent

At Lower Fields Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

35.7% of pupils are eligible for FSM Ever 6 compared to 23% nationally.

### Deprivation Indexes:

6.3 Barriers to Housing and ...	1.1 Crime Decile	1.4 Education and Skills Decile
1.8 Employment Decile	2.0 Health and Disability De...	1.6 Income Decile
1.6 IDACI Decile	1.2 Index of Multiple Depriv...	2.0 Living Environment Decile

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.

Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

## 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: £ 61,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	Pupils' attainment in Writing is below national expectations by the end of Y6. 54% KS1 61% KS2 (Expected Standard in Writing 2019 last official data)	2
Voice 21 CPD	Many pupils enter our school with poor vocabulary and oracy skills.	1,3,5
Numicon training	67% KS1 68% KS2 (Expected Standard in Maths 2019 last official data)	2
Mastering Number Training	67% KS1 68% KS2 (Expected Standard in Maths 2019 last official data)	2
Cover supervisors employed to release teachers, curriculum leaders and teaching assistants	Continuous review and development of the curriculum and outcomes through Pupil Progress Meetings, lesson monitoring and book reviews	2,3,5
ELS Phonics CPD	71% passed phonics screening (2019)	2
Reading for Pleasure Program	61% KS1 61% KS2 (Expected Standard in Reading 2019 last official data)	2

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

Budgeted cost: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS structured interventions across the school	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
WELLCOMM Assessment and Intervention	Assessment of pupils' oracy skills on entry to school	3
Maths structured interventions using Ready to Progress Materials	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Officer/Parental Involvement Worker (Amanda, Dawn, Pastoral worker)	Increasing numbers of families seeking support from school for issues relating to: mental health, behaviour support, family support, finance	1,4,6
Contract with BCL to support attendance	13% Persistent Absence 95.2% Attendance (2019/20)	4
Breakfast Club	Children who are hungry do not perform as well. Pupils in school have high levels of obesity	1,5,6
Termly House and Attendance Rewards	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance	1,4

Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	4,5
Parent workshops, stay and play, etc	Positive parental engagement can support pupil progress and attendance	1,2,3,4,5,6
School choir (Carrie-Ann)	Singing in public helps to build confidence and pupil experiences	1,5
Thrive Practitioner (Dawn George & Pastoral Officer)	Assess and identify pupils' SEMH needs to plan and deliver bespoke intervention	1

**Total budgeted cost: £213,440**

## 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.

Please see Pupil Premium Impact Report 2020-2021

### 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
Thrive	Fronting the Challenge Projects
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
Accelerated Reader	Renaissance

### 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.*