



## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Lowdham CE Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	9% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matt Jones Headteacher
Pupil premium lead	Tess Edmonds
Governor / Trustee lead	Christine Saunders

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370 FSM £12,850 PLAC £340 Forces Total: £30, 610
Recovery premium funding allocation this academic year	£0
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	£33,560



## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is an additional funding to fully support disadvantaged pupils and to close the attainment gap between them and their peers across all subject areas, and to support the emotional needs of disadvantaged pupils. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We will also consider challenges faced by vulnerable who are not disadvantaged. Funding is allocated to individuals, small groups, whole classes as well as whole school initiatives and training.

Funding is spent on four areas of school life:

- improving quality of teaching across the school through professional development and monitoring
- providing specific interventions to support academic learning
- support families to enable pupils to enrich their learning through for example after/before school clubs, visits, paying for fruit and/or milk, and instrumental tuition
- 1:1 support with ELSA

This strategy sets out a plan of targeted support for our disadvantaged pupils with consideration of research conducted by EEF, EPI and NFER.

To ensure these approaches 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	Some pupils need to develop their organisational skills, resilience and determination. In addition, some children rely on adult support in class and are reluctant to 'have a go' due to fear of failure. This is evidenced by teacher observations and assessment data.
2	Assessments and observations by teachers and parents indicate that the wellbeing of our disadvantaged pupils has fallen since lockdown. Some of our disadvantaged children have experienced at least one adverse childhood experience in their lives. Teacher referrals for ELSA support has increased.
3	Some parents lack the confidence or knowledge to support disadvantaged children at home. This is evidenced in planners/reading diaries, engagement in homework and attendance at Parents Evenings.
4	Some of our disadvantaged children are new to English and so have limited access to the curriculum
5	Limited experience of the world, either first-hand or through books. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers resulting in not achieve age related expectations. This is evidenced in assessment data and teacher observations. A study focusing on older children starting school in autumn 2020 found that schools reported that more children were struggling with communication and language and personal, social and emotional development, as well as literacy.
6	Additional needs. Some disadvantaged pupils have an EHCP, or are listed on the Special Needs register and have an IPM.

## 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 writing attainment among disadvantaged pupils, in line with national average.	KS2 writing outcomes in 2026-27 show that 80% of disadvantaged pupils meet the expected standard. 20% of disadvantaged pupils meet GDS
Improved reading attainment among disadvantaged pupils, exceeding national average.	KS2 reading outcomes in 2023-24 show that at least 80% of disadvantaged pupils meet the expected standard. 40% of disadvantaged pupils meet GDS
Improved maths attainment among disadvantaged pupils, exceeding national average.	KS2 maths outcomes in 2023-24 show that more than 80% of disadvantaged pupils



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	meet the expected standard. 20% of disadvantaged pupils meet GDS.
Improved mental health and wellbeing of disadvantaged pupils.	Higher levels of wellbeing from 2026-27. This will be demonstrated by: parent and teacher observations, an increase in participation in enrichment activities, fewer referrals to ELSA, and pupil voice.

## 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
CPD for PP lead	<a href="#">EEF Effective PD</a> <a href="#">EPI</a>	1-6
CPD to improve writing and retrieval across the school	<a href="#">EEF Effective PD</a> <a href="#">EPI</a> <a href="#">EEF Cognitive science approaches</a>	1, 5, 6
ELSA supervisions	<a href="#">EEF Effective PD</a> <a href="#">EEF Social and emotional learning</a>	2
PP lead to attend network meetings	<a href="#">EEF Effective PD</a> <a href="#">EPI High Quality PD</a>	1-6
Phase books purchased to support teaching of phonics in FS2 and Year 1, and additional reading books to be purchased for Years 2-6.	<a href="#">EEF Phonics</a> Impact +5 months	3-6
PP lead monitoring PP throughout school	<a href="#">EEF Effective PD</a> <a href="#">EEF Improving Literacy</a>	1-6

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

Budgeted cost: £8000



Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one reading with TAs	<a href="#">EEF 1:1 Tuition</a> Impact + 5 months	1, 3, 4, 5
TA supporting comprehension in small groups	<a href="#">EEF Oral language</a> Impact + 6 months <a href="#">EEF Comprehension strategies</a> Impact +6 months <a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 5, 6
TA supporting maths in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 6
TA supporting phonics in small groups	<a href="#">EEF Phonics</a> Impact +5 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 5, 6
TA supporting fine motor skills in a small group	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 5, 6
TA supporting handwriting/number formation in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 5, 6
TA/Teacher supporting arithmetic in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 6
TA supporting recall of times tables in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months	1, 3, 6



	<a href="#">EEF Making best use of TA</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with ELSA	<a href="#">EEF Social and emotional learning</a>	2
Enrichment: trips, clubs, fruit/milk, instrumental tuition	<a href="#">EEF Arts participation</a> Impact +3 months <a href="#">EEF Parental engagement</a> Impact +4 months <a href="#">New Direction Cultural Education</a> <a href="#">Cultural Learning Alliance</a> <a href="#">EEF Life-skills enrichment</a>	3, 5

**Total budgeted cost: £31,000**



## 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 2022 to 2023 academic year.

#### Children’s Progress in Reading and Maths

##### KS2 2024 FSM children (4 out of 26 children)

	Lowdham	Notts	National
Reading	50%	59.7%	62.6%
Writing	75%	57.4%	58.8%
Maths	50%	58.8%	59.4%
Combined	50%	44.4%	45.7%

***Writing was a priority on the SIP for the year 2023-24. Number of combined is a priority on the SIP for year 2024-25.***

##### Phonics Screener 2024 FSM children (1 FSM children in Year 1)

	Lowdham	Notts	National
Year 1	100%	66.4%	68.4%
Year 2	N/A	82.9%	Not released%

##### KS1 2024 FSM children (0 FSM children at end of KS1)

	Lowdham	KS1 non-statutory so no comparative data available
Reading	N/A%	
Writing	N/A%	
Maths	N/A%	
Combined	N/A%	

##### EYFS Good Level of Development 2024 FSM children (0 FSM children in EYFS)

	Lowdham	Notts	National
	N/A	48.2%	67.7%



***KS2 writing outcomes in 2023-24 show that 50% of disadvantaged pupils meet the expected standard.***

Good progress was made: 75% of disadvantaged pupils met the expected standard. Writing was a priority for the school last year and following CPD and monitoring (book looks, school moderation, family of schools’ moderation), and senior staff modelling planning and teaching. Writing was also moderated by the Local Authority in 2024. Children’s stamina has improved. Grammar is taught as part of good quality writing lessons and not as stand-alone lessons. Data shows that writing has improved across the key stages, 2 out of 4 FSM children attained EXS (including one EAL), and 1 out of 4 attained GDS. Improvement was significant in grammar and vocabulary of the other 2 children (one of whom is EAL)

***KS2 reading outcomes in 2023-24 show that more than 50% of disadvantaged pupils meet the expected standard.***

Good progress was made overall. 50% of disadvantaged pupils met the expected standard. Targeted PP children’s fluency is improving as more volunteers are in school on a regular basis, listening to children read 1:1 at least 3 times per week. Children are also now reading a greater variety of books as their reading is closely monitored. TA provided targeted support on a weekly basis to groups of children focusing on comprehension. Children demonstrated limited progress following this support in assessments. All disadvantaged pupils are new to the school. There is high mobility in this class. Training for all staff in phonics has been undertaken. All staff have greater confidence in teaching phonics. TAs take smaller groups to make accelerated progress.

***KS2 maths outcomes in 2023-24 show that more than 75% of disadvantaged pupils meet the expected standard.***

Less progress made than expected in KS2 assessment. 50% of disadvantaged pupils met the expected standard. TA provided targeted support on a 2 x per week basis to groups of children focusing on arithmetic across all year groups. TA also supported children in small groups during lesson times across all year groups. Data shows children demonstrated good progress following this support in assessments across the school.. Embedded knowledge of times tables is still to be effectively addressed. Plans for support for times tables are being put in place for this year across both key stages.

***Higher levels of wellbeing from 2023/24. This will be demonstrated by: parent and teacher observations, an increase in participation in enrichment activities, fewer referrals to ELSA, and pupil voice.***

Good progress was made overall. Our ELSA and SLT have completed the NottsAlone 8 principles of mental health audit. This showed that our work and funding was used appropriately in order to support the most vulnerable children and ensure that they got the time and invaluable direction needed to help them access the curriculum and make progress.



PP children were prioritised when offering places for sports, craft and music clubs, and their places were paid for. Over the course of the year approximately 25% PP children accepted a place in a club at some point over the year. 10% PP children have had music lessons paid for.

75% PP children had trips paid for by school, and of all PP children who participated on a residential trip in Years 5 and 6, school contributed half the total amount.

Parents have agreed that these initiatives have had an impact on children’s well-being. Pupil voice demonstrates that children enjoy ‘special time’ with ELSA and they enjoy articulating how they feel, through words or play.

Teachers agree that children who attend ELSA sessions are more regulated in class and are ready to learn.

## Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Primary Stars	Primary Stars Education
Espresso Coding	Discovery Education
Mathletics	3P Learning
TTRockstar	Times Tables RockStars
Testbase	Testbase