

# Lovelace Primary School

## 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	Lovelace Primary School
Number of pupils in school (Y1-Y6)	480 (as at 05/04/24)
Proportion (%) of pupil premium eligible pupils	15.2% (73 children)
Academic year/years that our current pupil premium strategy plan covers	2021- 2022 2022- 2023 2023- 2024
Date this statement was published	05/04/2024
Date on which it will be reviewed	05/11/2024
Statement authorised by	Steve May (Interim CoG)
Pupil premium lead	Matt Sedgwick
Governor lead	Steve May (Interim CoG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£114,945
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (23/24)</b>	<b>£126,255</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Pupil Premium Pledge

The Staff and Governors of Lovelace are committed to ensuring that learning and teaching opportunities meet the needs of every pupil, so that every child is a Successful Learner (Smarter), a Confident Individual (Healthier) and a Responsible Citizen (Happier). We welcome and share the government's aim of tackling all forms of disadvantage, and will work tirelessly to ensure inclusion and equal access for all learners. One of our forever relevant priorities is to continually work to diminish the difference, tackle inequality and overcome disadvantage. We drive for all of our community to 'Learn Together, Succeed Forever'.

To that end, we pledge to make a difference as a school to ensure that barriers to learning are removed. We have identified key elements within our three core strands of our curriculum that we believe will improve the outcomes and increase the life opportunities for our Pupil Premium learners:

#### **Successful Learners (Smarter):**

- Making the explicit link between reading progress and achievement across the curriculum. We aim to ensure that every child leaves as an efficient, effective and voracious reader. We have a number of reading initiatives across the school that are both universal and targeted at disadvantaged children.
- Support with uniform, attendance and pastoral support to ensure that children are at school and ready to learn.

#### **Confident individuals (Happier):**

- We use a growth mind-set model and teach positive attitudes to learning. Our goal is to enable all pupils to have the necessary social skills, resilience, self-regulation and positive mental and physical health to thrive within every element of school life and in their next stage of education.

#### **Responsible citizens (Healthier):**

- We want all our learners to take full responsibility for their learning and conduct. We make sure that our pupil premium children get junior leadership opportunities and have opportunities to represent the school in sporting events. We ask that parents take responsibility by attending workshops, parent meetings and communicating regularly with the class teachers. School staff take responsibility for clear monitoring of the progress of our pupil premium children and a Pupil Premium team of senior teachers and leadership team members champion this group.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Phonics in KS1</b> The last nationally published data (2018/19) showed a significant gap in attainment in the phonics screening check between our disadvantaged pupils and the national average. Our internal data, observations and discussions indicate that this gap remains. These disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
2	<b>Reading and Writing KS2</b> Assessments, observations, and discussions with pupils suggest our disadvantaged pupils have greater difficulties with reading and writing than their peers at the end of Key Stage 2. The last nationally published data (2018/19) showed a significant gap in reading with disadvantaged children nationally. This data also revealed a significant gap with non disadvantaged children in reading particularly, and in writing. Our own assessments and observations also show that some disadvantaged children in Y4 and Y5 still do not have the decoding and fluency abilities needed to enable them to understand increasingly demanding texts and to confidently read for pleasure.
3	<b>Attendance</b> A greater proportion of disadvantaged pupils have higher absence and are 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The last nationally published data showed a greater absence rate for our disadvantaged children than disadvantaged children nationally. Persistent absenteeism was also higher. Internal school absence data from Autumn 2021 compared to the Fisher Family Trust (FFT) National indicates that our disadvantaged children continue to have this challenge.
4	<b>Social, emotional and mental health (SEMH) and pastoral needs</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many more pupils as a result of the pandemic. Coupled with complex family circumstances, pupils demonstrate a lack of resilience when challenged, reduced sustained attention and low confidence/self-esteem. These challenges have particularly affected disadvantaged pupils and this has also impacted on their attainment. Teacher referrals for support have increased as a result.
5	<b>Access to wider learning, recreational and enrichment opportunities within and beyond the curriculum</b> Our assessments and discussions with pupils and families have identified a lack of enrichment opportunities including cultural and educational trips, after school clubs and lunchtime clubs. These challenges particularly affect disadvantaged pupils and this has also impacted on their attainment.

## 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
<b>1. Phonics in KS1</b> To improve phonics outcomes in Y1 and in Y2 for disadvantaged pupils.	Y1 and Y2 phonics screening data will show a reduction in the gap between the number of disadvantaged children achieving the expected standard in the screen and the national average.
<b>2. Reading and Writing KS2</b> To improve reading and writing outcomes in KS2 for disadvantaged children.	End of KS2 data will show a narrowing of the gap in reading and writing to the national average. This will increasingly come in line with disadvantaged children nationally and closer to the attainment of non disadvantaged nationally.
<b>3. Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"><li>• The overall attendance % for children of statutory school age is in line with national or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced year on year.</li><li>• The percentage of all pupils who are persistently absent is in line with or below national average and for disadvantaged pupils it is in line with their peers.</li></ul>
<b>4. Social, emotional and mental health (SEMH)</b> To achieve and sustain improved confidence and resilience for all pupils in our school, particularly our disadvantaged pupils.	Provision in place to assess, identify and meet the needs of our disadvantaged pupils and their families.  Reviews of this provision (including ELSA, Education Psychologist, Family Group) for each individual reveal progress in resilience and confidence.
<b>5. Access to wider learning, recreational and enrichment opportunities within and beyond the curriculum</b>	Increased uptake on residential journeys, day educational visits, junior leadership roles, sporting events and clubs associated with the school's wider curriculum offer by disadvantaged pupils.

## 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: £7,749**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of Qualified teacher KS1 0.6 to support Read, Write Inc phonics streaming across Y1 £6,542</b>	Education Endowment Fund (EEF) Improving Literacy in KS1 Report - Fluency, comprehension- Recommendation 3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1

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

**Budgeted cost: £61,354**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of Qualified teacher KS1 0.6: to run specific, evidence based, 1:1 Read Write Inc. interventions £26,170</b>	Education Endowment Fund (EEF) Improving Literacy in KS1 Report - Fluency, comprehension- Recommendation 8 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  “It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.” (EEF, 2022) <a href="#">Phonics   EEF</a>  “Our findings have direct implications for reading instruction and methods of remedial teaching. The conclusion that phonemic skills and letter-sound knowledge are two causal influences on the development of reading skills leads to recommendations that these skills should be directly taught to all children in the early stages of learning to read. Arguably, such structured teaching may be	1

	particularly critical for children, such as those in the present study, who are struggling in the early stages of learning to read." ( <a href="#">Hulme, Bowyer-Crane, Carroll, Duff and Snowling, 2012</a> )	
<b>Employment of Qualified teacher KS2 0.6: to run specific, evidence based, 1:1 and small group Reading Interventions focusing on improving reading fluency and comprehension</b> £35,184	Education Endowment Fund (EEF) Improving Literacy in KS2 Report - Fluency, comprehension- Recommendations 2, 3 and 7  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2
<b>Specifically trained TAs in KS2 to run daily Read Write Inc. Fresh Start interventions in Y5 and Y6</b>	<a href="https://www.ruthmiskin.com/en/programmes/fresh-start/">https://www.ruthmiskin.com/en/programmes/fresh-start/</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a>	2

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

Budgeted cost: £57,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Family Liaison Officer (FLO)</b> £40,537  Support with SEMH issues, school refusal, pastoral, uniform, attendance and pastoral support to ensure that children are at school and ready to learn. Also an ELSA and provides support to Young Carers, families with EAL and from GRT heritage.  Facilitates links to charities and organisations that provide targeted support (Foodbank, Growbaby, Food boxes)  Provision of DT Cookery Clubs after school.	In previous years the impact of the role of the FLO has been proven. The role needs to continue to address and tackle underachievement by working in partnership with persistent low attendance families, parents, carers and pupils in a school context, to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome challenges to learning and participation.  <a href="https://nces.ed.gov/pubs2009/attendancechapter1a.asp">https://nces.ed.gov/pubs2009/attendancechapter1a.asp</a>	3 and 4

<p><b>Family Group (including Therapist and FLO involvement)</b> <b>£3000</b> Achieve and sustain improved confidence and resilience for specific pupils in our school, particularly disadvantaged pupils.</p> <p>Up to eight families sign up to attend the weekly three hour multi-family group, where parents work with their children in a structured session. Family Group is jointly facilitated by one of our experienced therapists and by our FLO.</p>	<p><a href="https://theschoolandfamilyworks.co.uk/our-services/marlborough-multi-family-gr/">https://theschoolandfamilyworks.co.uk/our-services/marlborough-multi-family-gr/</a></p> <p><a href="https://dera.ioe.ac.uk/7755/1/PU188.pdf">https://dera.ioe.ac.uk/7755/1/PU188.pdf</a> p50</p> <p><a href="https://www.taylorfrancis.com/books/mono/10.4324/9780429477386/multiple-family-therapy-eia-asen-neil-daws-on-brenda-mchugh-salvador-minuchin-alan-cooklin">https://www.taylorfrancis.com/books/mono/10.4324/9780429477386/multiple-family-therapy-eia-asen-neil-daws-on-brenda-mchugh-salvador-minuchin-alan-cooklin</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf</a></p>	<p><b>3 and 4</b></p>
<p><b>Additional Education Welfare Officer support</b> <b>£1890</b> Increased monitoring and actions of / for pupils of concern with the school with attendance lead.</p> <p>Regular attendance meetings with families developing relationships, developing attendance contracts to support and improve routines etc, following up on unauthorised absences etc.</p>	<p><a href="https://nces.ed.gov/pubs2009/attendancechapter1a.asp">https://nces.ed.gov/pubs2009/attendancechapter1a.asp</a></p> <p>Children need to be in school in order to have impact from the education provided. Direct impact of attendance on attainment and need to sustain relationships with vulnerable families to keep them engaged with education.</p>	<p><b>3</b></p>
<p><b>Additional Educational Psychologist Time</b> <b>£8775</b></p>	<p>In previous years the impact of the role of the Educational psychologist has been proven. By having additional EP time, we are able to further support our disadvantaged pupils with SEND needs to enable access to the specific support they need.</p> <p><a href="https://www.harleytherapy.co.uk/counselling/what-is-an-educational-psychologist.htm">https://www.harleytherapy.co.uk/counselling/what-is-an-educational-psychologist.htm</a></p> <p><a href="https://www.achievingforchildren.org.uk/educational-psychology/">https://www.achievingforchildren.org.uk/educational-psychology/</a></p>	<p><b>1,2 and 4</b></p>
<p><b>Trips, visits and residential</b> <b>£2950</b></p>	<p>“Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residential are fully integrated with a school’s</p>	<p><b>5</b></p>

<p>Subsidised cost for residential educational trips available to disadvantaged pupils (cultural capital)</p>	<p>curriculum and ethos." Learning Away, final evaluation report, York Consulting  <a href="https://learningaway.org.uk/impact/evaluating-learning-away/">https://learningaway.org.uk/impact/evaluating-learning-away/</a></p> <p>'The state of school residential in England: 2017' study, assesses the quantity and quality of residential currently delivered in schools. It found that far too many children are missing out on the powerful learning and life experiences residential offer.  <a href="https://learningaway.org.uk/wp-content/uploads/Learning-Away-The-state-of-school-residential-in-England-2017.pdf">https://learningaway.org.uk/wp-content/uploads/Learning-Away-The-state-of-school-residential-in-England-2017.pdf</a></p> <p>Learning Away's initial research report stated that they "provide opportunities and benefits/impacts that cannot be achieved in any other educational context or setting" and "the combination of activities and shared experience of living and learning with others makes a residential a unique learning opportunity." The evidence from various action research highlights a number of benefits of taking pupils' on educational residential. These are many which include improving pupils' resilience, self-confidence and wellbeing, their engagement with learning, positive changes in behaviour and attendance and increasing their cultural capital.  <a href="https://schoolsweek.co.uk/costs-exclude-poorer-pupils-from-residential-school-trips/">https://schoolsweek.co.uk/costs-exclude-poorer-pupils-from-residential-school-trips/</a>  <a href="https://www.sec-ed.co.uk/news/poorer-pupils-missing-out-on-residential-school-trips/">https://www.sec-ed.co.uk/news/poorer-pupils-missing-out-on-residential-school-trips/</a></p>	
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**Total budgeted cost: £ 126,255**

## 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 2021 to 2022 AND 2022 to 2023 academic years.

Intended outcome	Outcomes against Success Criteria
<b>1. Phonics in KS1</b> To improve phonics outcomes in Y1 and in Y2 for disadvantaged pupils.	<b><u>2021/22 Phonics Screening Check Y1 10 ch</u></b> 2 children passed (20%) Gap with National of 62% was 42%.  <b><u>2022/23 Phonics Screening Check Y1 12 ch</u></b> 8 children passed (67%) <b><i>42% increase on previous Year 1.</i></b> No gap with National of 67%  <b><u>2022/23 Phonics Screening Check Y2 8 ch</u></b> 7 children passed (88%) <b><i>68% increase from PSC in Year 1</i></b>  <b><u>2023/24 Phonics Screening Check Y1 10 ch</u></b> 7 children passed (70%) <b><i>3% increase on previous Year 1.</i></b> In line with National of 67% (2022/23)  <b><u>2023/24 Phonics Screening Re- Check Y2</u></b> 4 children retook 50% (2 of these children passed) <b><u>Total PP passing for year group: 13/15- 87%</u></b>
<b>2. Reading and Writing KS2</b> To improve reading and writing outcomes in KS2 for disadvantaged children.	<b><u>2021/22 KS2 SATs (15 pupils)</u></b>  <b>Reading</b> Progress 0.7 (Nat 0.41) EXS+ 53% (Nat 80%)  <b>Writing</b> Progress -5.6 (Nat 0.39) EXS+ 40% (Nat 75%)  <b><u>2022/23 KS2 SATs (12 pupils)</u></b>  <b>Reading</b> Progress -1.8 (Nat -0.85) Decrease of 2.5

	<p>EXS+ 77% (Nat 78%) <b>Increase of 24%</b></p> <p><b>Writing</b> Progress -0.57 (Nat -0.69) <b>Increase of 5.03</b> EXS+ 69% (Nat 77%) <b>Increase of 29%</b></p> <p><b>Year 6 maths and English Booster groups 22/23</b></p> <p>16 % of children attending a Year 6 booster intervention group in reading or maths were PP</p> <p>50% of PP children in Year 6 attended a booster intervention group in reading or maths.</p> <p><b>Read , Write, Inc. Fresh Start Y5/6</b></p> <p>Average months increase in Reading Age by pupils accessing the intervention:</p> <p><b><u>2021/22</u></b> - 13 months</p> <p><b><u>2022/23</u></b> - 22 months</p> <p><b><u>2023/24 KS2 SATs (5 Pupils)</u></b></p> <p><b>Reading</b></p> <p>EXS+ 100% (Nat 78%) <b>Increase of 31%</b></p> <p><b>Writing</b></p> <p>EXS+ 60% (Nat 77%) Decrease of 9%</p>
<p><b>3. Attendance</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p><b><u>2021/22</u></b></p> <p>PP School Absence 10.1% PP Nat.Absence 8.4%</p> <p>PP PA School rate 32.9% PP PA Nat. rate 30.2%</p> <p><b><u>2022/23</u></b></p> <p>PP School Absence 10.4% Increase of 0.3% PP Nat Absence 8.4%</p> <p>PP PA School rate 29.3% <b>Decrease of 3.6%</b> PP PA Nat. rate 29.3% <b>In line with National</b></p> <p><b><u>2023/24</u></b></p> <p>PP School Absence 8.7% <b>Decrease of 1.7%</b> PP Nat Absence 8.4% (2022/23) <b>In line with National</b></p>

	PP PA School rate 33.8% Increase of 4.5% PP PA Nat. rate 29.3% (2022/23) Below National
<b>4. Social, emotional and mental health (SEMH)</b> To achieve and sustain improved confidence and resilience for all pupils in our school, particularly our disadvantaged pupils.	<b>Risk of Exclusion</b> - children at risk of exclusion - number of exclusions given <b>2021/22</b> 3 pupils <b>2022/23</b> 3 pupils <b>2023/24</b> 0 pupils  <b>Access to Nurture Room</b> <b>2021/22</b> 6 pupils <b>2022/23</b> 5 pupils <b>2023/24</b> 7 pupils  <i>Progress tracked using Boxall Profile - improvement in developmental and diagnostic scores</i>  <b>Access to ELSA</b> <b>2021/22</b> 3 pupils <b>2022/23</b> 4 pupils <b>2023/24</b> 3 pupils <b>Access to MHST</b> <b>2021/22</b> 8 pupils <b>2022/23</b> 4 pupils <b>2023/24</b> 1 pupil
<b>5. Access to wider learning, recreational and enrichment opportunities within and beyond the curriculum</b>	<b>22/23</b>  <b>Sporting events</b> 11% of those children who took part were PP. ALmost one third (29%) of PP children in Y2 - Y6 took part in a sporting event.  <b>Residential school visits</b> 9% of those children Y3- Y6 who took part in residential visits were PP  63% of PP children in Y3-6 took part in a residential school visit.  <b>Extra curricular clubs/groups</b> 206 children in YR to Y6 participated in an externally run after school extra curricular club. 8% of these children were PP. 23% of PP children participated in an externally run after school club.