

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Burnley Lowerhouse Junior School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	07/09/2022
Date on which it will be reviewed	19/07/2023
Statement authorised by	Mrs L Isherwood
Pupil premium lead	Mrs H Marsden
Governor / Trustee lead	Mr Pete Greenhalgh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,170
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9259
<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	£148609

# Part A: Pupil premium strategy plan

## Statement of intent

For the three years set out in this plan, Lowerhouse Junior School will focus the spending of the Pupil Premium Grant Funding on supporting the social, emotional, mental health and wellbeing of pupils to overcome barriers to learning and therefore ensure expected progress is being made across the curriculum.

Funding will also be spent on narrowing the attainment gap both with national expectations and within disadvantaged and non-disadvantaged pupils within school. This will be done through quality first teaching for all, planned and reactive intervention groups and individualised targeted support for pupils. A focus will be placed upon reading and writing where oral language development will be at the forefront. This will be a focus across all areas of the curriculum. Pupil premium funding will be used to engage reluctant readers through a range of strategies to promote a love of reading across the school.

We will invest in all identified barriers to progress and attainment such as, small-group phonics teaching, nurture (to address social and emotional needs), maintaining excellent attendance and punctuality, supporting vulnerable families through the employment of a Mentor and Pastoral Lead, staff training and enrichment opportunities across the curriculum including access to outdoor learning opportunities.

Many families are often unable to afford to pay for school trips, residential and enrichment opportunities. In order to support and further their learning in all areas of the curriculum and to build confidence and self-esteem, the school has allocated funding to subsidise for these additional expenses throughout the academic year including funded places for the Year 6 Residential Visit at the end of the year.

## Challenges

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

Challenge number	Detail of challenge
1	Social and emotional barriers to learning requiring intervention, nurture and family support including counselling and outside agencies.
2	Attitudes to learning and attainment can hinder progress of disadvantaged pupils
3	Disadvantaged pupils have limited access to a range of experiences outside of school
4	Attendance figures show disparities between the attendance between disadvantaged pupils and their peers.
5	Assessment data has shown a gap in attainment in reading and writing between disadvantaged pupils and their peers.
6	Assessment data has shown a gap in attainment in maths between disadvantaged pupils and their peers.

## 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
To close the gap in attainment between disadvantaged and non-disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>-Implement FBA with more able disadvantaged pupils</li> <li>-New Project X GR scheme to engage learners</li> <li>-RWI training materials for all staff to support with the delivery of phonics interventions in school</li> </ul>
To close the gap in attainment between disadvantaged and non-disadvantaged pupils in writing.	<ul style="list-style-type: none"> <li>-LCC Talk for Writing to be used throughout school including year-long training for staff</li> <li>-RWI training materials for all staff to support with the delivery of phonics interventions in school</li> </ul>
To close the gap in attainment between disadvantaged and non-disadvantaged pupils in maths.	<ul style="list-style-type: none"> <li>-WRM training for all staff with a clear focus on vocabulary and reasoning and problem solving</li> <li>-Revised scheme of work tailored to the needs of pupils in school</li> <li>-Implementation of an additional arithmetic session to supplement daily maths lessons</li> </ul>
To ensure pupils receive opportunities in school for a wide range of experience to support their learning across the curriculum.	<ul style="list-style-type: none"> <li>-Trips and visitors to be subsidised throughout the year</li> <li>-Year 6 end of year residential to be subsidised for disadvantaged pupils</li> </ul>
To ensure pupils who require support for social and emotional barriers to learning receive nurture support, intervention and family support.	<ul style="list-style-type: none"> <li>-Maintain employment of Mentor and Pastoral Support Lead</li> <li>-Nurture group provision including frequent 1:1 sessions to take place daily</li> <li>-Work closely with CFWS to support pupils and families</li> <li>-Daily breakfast provision for disadvantaged pupils</li> <li>-Work closely with MHST to support children and families remove barriers to learning</li> </ul>
To raise the attendance of disadvantaged pupils to be in line with that of their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>-Attendance incentives put in place</li> <li>-Termly prizes and rewards</li> <li>-End of year attendance and reward celebration</li> </ul>
To provide a wide range of enrichment activities as extra-curricular clubs and to further enhance the curriculum.	<ul style="list-style-type: none"> <li>-Outdoor learning planned into the curriculum</li> <li>-Year groups to take part in Whitehough Survival Stars Programme</li> <li>-Extra-curricular clubs to take place 3x per week run by school staff</li> <li>-Curriculum enrichment days to take place in each year group to provide further experience for disadvantaged pupils e.g cooking, crafts, outdoor learning</li> </ul>
To develop vocabulary understanding and use this within English lessons and across the wider curriculum.	<ul style="list-style-type: none"> <li>-Utilise EEF Oral Language ideas with the classroom setting</li> </ul>

	-All units of work in foundation subjects to focus on vocabulary development
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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: £ 11,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities for developing vocabulary across the wider school curriculum	The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,3,5
CPD RWI training materials for all staff to support reading and writing development	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: <ul style="list-style-type: none"> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	2,5
LCC Talk for Writing CPD for all year groups	Talk for Writing programmes include a deep and sustained approach to CPD for the identified year group across the year. They are ideal for ensuring children are offered the best possible teaching and learning approaches in English, and considering the current climate, will provide the essential approaches for schools to implement quality first teaching for all.	2,5

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

Budgeted cost: £ 79,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the employment of eight level 3 teaching assistants (one per class)	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows	1,2,3,4,5

for the academic year to deliver classroom support and wider school interventions	a stronger positive benefit of between four and six additional months on average.	
Maintain subscription to Lancashire Schools Library Service	<p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>• Reading attainment and writing ability;</li> <li>• Text comprehension and grammar;</li> <li>• Breadth of vocabulary;</li> <li>• Positive reading attitudes;</li> <li>• Greater self-confidence as a reader;</li> <li>• Pleasure in reading in later life;</li> <li>• General knowledge;</li> <li>• A better understanding of other cultures;</li> <li>• Community participation; and</li> <li>• A greater insight into human nature and decision-making.</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>	2,5

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

Budgeted cost: £ 34,947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,4,5
On-going wider staff training on children's emotional, mental health and wellbeing in school.	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3,4,5
Implement KidSafe Children's Mental Health and Safeguarding resources and lessons	<p>Ofsted &amp; KCSIE 2022 place a heavy focus on preventative education to ensure children are taught about safeguarding including online safety. This builds on the Ofsted safeguarding requirements.</p>	1,4

<p>Ensure children have access to experiences to enrich the curriculum such as trips, visitors and enrichment days in school including access to outdoor learning provision.</p>	<p>The EEF encourages enrichment opportunities within school to build a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>1,2,3</p>
<p>To put attendance initiatives in place to reduce persistent non-attendance of disadvantaged pupils. To use Lancashire EBSA as a supporting resource.</p>	<p>Children and young people who are absent from school for significant period of their education are considered disadvantaged; with of those who miss more than 50% of their education, only 3% achieve five A*-C grades at GCSE (DfE, 2011).</p> <p><a href="https://www.lancashire.gov.uk/media/930428/lancashire-ebsa-guidance-strategy-toolkit.pdf">https://www.lancashire.gov.uk/media/930428/lancashire-ebsa-guidance-strategy-toolkit.pdf</a></p>	<p>1</p>

Due to in year admissions, school has reserved funds to support pupils where required.

**Total budgeted cost: £ 125,747**

## 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.

MPSL supported 61 pupils for extended periods of time throughout this academic year. 15 of these pupils were supported on a regular 1:1 basis and 46 through nurture groups. For key pupils, this support was not limited to 1x per week and ensured they were able to access their learning in a calm environment. The support of the MPSL ensured disadvantaged pupils had access to emotional and mental health support regularly and from a consistent person. This ensured early intervention took place and resulted in children not losing learning time. 1:1 and group nurture sessions taught pupils vital skills to help them in the classroom. Evidence from classrooms showed that pupils could use calming/breathing and social techniques as support.

The role of the MPSL also supported a key group of disadvantaged pupils to improve their attendance with one pupil raising their attendance from 43% to 75%.

At the end of the previous academic year, 27 pupils required RWI phonics intervention. This has reduced to 20 children now needed this intervention. All pupils made progress in phonics and will continue to receive tailored phonics interventions in the coming academic year.

Talk for writing strategies are now implemented in all classes and evident in daily practice. Where new staff have joined the school, the appropriate training has been provided. We have seen an impact through the pupil's exposure to a range of texts and vocabulary they may otherwise not have access to.

Throughout the year, children have had access to enrichment days to further support their curriculum. These have included art and DT, cooking, sport and outdoor learning. Where possible parents have been invited into school to enjoy this with the children including our themed lunches. In addition to curriculum enrichment days, pupils had access to at least 3 trips or visitors throughout the academic year including a residential visit for the Y6 pupils with a number of funded places provided.

School addressed the need to engage learners in their curriculum and redesigned this tailored to the needs of children, taking into account the barriers to learning of our disadvantaged pupils. A wide range of experiences and enrichment opportunities have been planned into the curriculum including theatre trips, a London residential visit and opportunities to explore the local area.

School has made it a priority to focus on the attainment and progress of disadvantaged pupils in the next academic year, training has been provided to all staff linked to reading and maths alongside the revised curriculum.

School has addressed concerns around the attendance of disadvantaged pupils through a new attendance policy, revised attendance initiatives and work with families through our early help offer.

## 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

## 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.*