# 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 | Low Road Primary School |
| Number of pupils in school | 176 |
| Proportion (%) of pupil premium eligible pupils | 57 = 32.39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by |  |
| Pupil premium lead |  |
| Governor / Trustee lead |  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | PP1 £76,665  PP2 £5700  PP3 £0 |
| Recovery premium funding allocation this academic year | £8,265 |
| 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 | £90,630 |

# Part A: Pupil premium strategy plan

## Statement of intent

Low Road Primary School is a two-form entry school in Leeds. provide extended provision from 7:30 am to 6.30 pm most days. We also offer a number of enrichment opportunities.

Our federation aim is to raise the standards of achievement of all our children, and to give them the best possible experiences that a school could offer.   We are proud of the range and quality of learning activities in our schools, and we are unique in the Leeds Authority in offering a fully immersive, music-rich curriculum, in partnership with Opera North.

As well as learning to play a stringed instrument, every pupil takes part in choir, orchestra and musicianship, totalling up to 3 hours per week. We also provide UKS2 children to opportunity to play a woodwind/brass instrument. In addition, the wider curriculum is rich and varied, with trips and residential visits part of normal school life. We offer computing facilities, including Chromebooks and iPads for all phases, as well as employing a specialist Computing Teacher for pupils in Years 1-6.

In our Federation, we have a positive and encouraging attitude to all aspects of school life, with genuine care and concern for every member of our schools' communities, ensuring that, together with the family, we can do the very best for every child in our care.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect. Our ultimate objective for all our pupils is embedded in our ethos: Excellence through Effort and Aspiration. The pupil premium outlined below ensures that all our pupils are given the best opportunities to success in all areas of the curriculum and their wider lives.

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Social skills |
| 2 | Parental partnership |
| 3 | Self-esteem |
| 4 | Attainment into EYFS |
| 5 | Attendance |
| 6 | Emotional and physical wellbeing |
| 7 | Language and communication |

## 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 |
| Attendance | Pupils achieve in line with national statistics. |
| EYFS Attainment | Pupils tracked attainment from the EYFS baseline ensures that maximum progress is made. |
| Phonics progress | Pupils achieve a Pass during KS1 Phonics screening (narrowing the gap) |
| Core subject attainment/progress | Pupils achieve and surpass the national expectation for reading, writing and maths at the end of KS2.  Progress measures from EYFS to KS2 are higher than average. |
| Social skills | Higher command of language  Able to adapt to different social situations such as Music Performances, interactions between adults and pupils,  Culturally aware  Citizenship |

## 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: £ *66,170*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support Staff  Total cost = £206,717  26.8% of above cost = £55,456 | Evidence shows that targeted, structured support can have a positive impact. ‘The findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.’ Education Endowment Foundation.  If disadvantaged pupils are achieving below the Expected Standard, they are included in this intervention. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per year group on average, 2 in EYFS and Year 6.  Information from Education Endowment Foundation shows that those involved in 1-1 and small group tuition on average make 4 months extra progress annually. | 1  3  4  6  7 |
| **Learning resources**  Total cost = £8,000  32% of above cost = £2560 | **Including, but not limited to:**  **ICT Equipment** – for inside and outside of the classroom Education Endowment Foundation evidence indicates that working outside of school hours can advance children’s learning by 2 to 5 months  **Phonics -** Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.  **Learning environment** – stimulates the cognitive readiness promoting the breadth of global and cultural values to inspire a lifelong love of learning. | 3  4  6  7 |
| **In Harmony Music Provision**  £30,000  15% of above cost = £4,500 | In harmony – unique music provision in conjunction with Opera North. Impacts on pupils’ well-being, self-confidence, social awareness, social etiquette and a wider range of softer skills.  Education Endowment Foundation evidence: 2 months extra progress across the curriculum for those who study the arts. | 1  2  3  6  7 |
| **Class Dynamix**  Total cost = £2,400  32% of above cost = £768 | We employ experienced and outstanding staff through Class Dynamix, who are able to remove barriers and guarantee to widen children’s experiences and enable them to access their learning in a different, innovative way.  Education Endowment Foundation evidence: 2 months extra progress across the curriculum for those who study the arts. | 1  2  3  6  7 |
| **Junior Jam**  Total cost = £3,900  32% of above cost = £1,248 | We employ experienced and outstanding staff through Junior Jam, who through their extended knowledge, are able to remove barriers and guarantee to widen children’s experiences. Class teachers are able to gain confidence in the delivery of the ever-changing advances in technology.  Education Endowment Foundation evidence: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress. | 3  6  7 |
| **CPD**  Total cost = £5,120  32% of above cost = £1638 | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET days. | 1  3  4  6  7 |

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

Budgeted cost: £ *18,760*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Additional Support/Nurture**  Total cost = £31,500  10% of above cost = £3,150 | Through our work with JESS cluster, we are able to offer bespoke therapeutic provision which aid self-esteem, listening skills, self-regulation and developing key co-ordination skills which may not have developed in early childhood.  Pupils identified by the pastoral team. On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. | 3  6  7 |
| **Safeguarding officer(s)**  Total DSL cost: £92,000  10% of above cost =£9,200  Total safeguarding officer cost = £80,900  5% of above cost = 4,045  Jess Cluster Support Package  Total cost = £9,800  10% of above cost = £980 | PP pupils generate a disproportioned amount of work for the safeguarding and pastoral team. The Federation ensures that there are multiple staff trained to the DSL level, and have two DSLs at the Low Road Site.  Education Endowment Foundation: evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 1  2  3  5  6 |
| **1:1 tutoring – top up to School Lead tutoring**  **£1385** | In order to assist with the catch up of pupils post COVID, the federation will look at employing additional staff to lead tutoring.  Education Endowment Foundation evidence: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families. | 3  4  6  7 |

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

Budgeted cost: £ *5,700*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Educational Visit supplement*  Total = £4300  *Minibuses =* £2000  32% of above cost = £2016 | Social deprivation can lead to less opportunities for our pupils to visit places outside of their immediate living area. The federation wants to ensure that all pupils have the opportunity for first-hand experiences.  Education Endowment Foundation evidence: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. | 1  6 |
| **Enterprise resources**  £1200  32% of above cost = £384 | We run class enterprise days every half term to widen children’s experiences and enable them to access their learning in a different, innovative way. These enrich curriculum by offering first hand experiences.  Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.  The impact of collaborative approaches on learning is consistently positive. | 1  3  6  7 |
| **Breakfast club and afterschool club**  Staff £21,000  Resources £1000  15% of above cost = £3,300 | Low Road Primary school offers a free breakfast club where children can have a hot breakfast. There is also an afterschool club for a small charge. Staff plan and deliver engaging activities. Various resources which may be purchased for use in and outside of the classroom.  Education Endowment Foundation evidence: The EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. | 2  5  6 |

**Total budgeted cost: £ *£90,630***

*Please note, total budgeted cost is based on 32% of actual expenditure in many cases. See above for details.*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Due to COVID-19, we were unable to fulfil our planned Pupil Premium Strategy for the academic year 2020/21. Therefore, we have taken the decision to continue working towards the outcomes explained above to ensure that all out pupils receive a first-class education fit for purpose.

## 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 |
| Class Dynamix | Class Dynamix |
| In Harmony music provision | Opera North |
| Computing Teaching | Junior Jam |
| Extended services | JESS Cluster |

## 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 |

# Further information (optional)

For further information on how our school operates, please visit our website.