

Pupil premium strategy & self-evaluation 2021-22



“We are all better than we know.”
Kurt Hahn – Founder of Outward Bound.

At Lowbrook, our goal is to inspire all to be the best we can possibly be.

This is underpinned by our Vision...

Laeti Sani Multa Perficentes

Translated as **Happy, Healthy, High Achievers**, it is this emphasis on well-being and developing the whole child that drives the outstanding results and progress our children achieve.

School overview

Detail	Data
School name	Lowbrook Academy
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dave Rooney; Principal
Pupil premium lead	Veronica Quinby; Inclusion Manager
Governor / Trustee lead	James Spiteri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,140
Recovery premium funding allocation this academic year	£2,000
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	£24,140

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all the children in our school and believe that all children should be given the opportunity to reach their full potential. At Lowbrook Academy, we seek to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not, will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings. The Governing Body at Lowbrook Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

The key objectives in using the Pupil Premium Grant at Lowbrook Academy are to narrow the attainment gap between those in receipt of Pupil Premium both within the school and nationally, and to provide and enriching and stimulating curriculum to expand pupils' cultural and social development.

Rigorous analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect. The allocation of pupil premium funds at Lowbrook Academy is also research based, for example publications and research undertaken by The Sutton Trust / Education Endowment, to ensure best practice in terms of value for money and impact are achieved in terms of quality first class teaching and high quality, timely and effective interventions.

We invest heavily in ensuring that the provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional well-being, enabling them to access the opportunities at school to develop academically and thrive in all areas of the curriculum.

We also seek to provide a curriculum enriched with opportunities from internal events, such as regular Theme Weeks (Science & Technology Week; Maths Week; Book Week, Arts & Culture Week and Sports Week), to external trips to support and extend learning across our Domains.

Lowbrook Academy's intended, over-arching outcomes of the spending the pupil premium allocation are to ensure every child makes progress across each key stage and achieves to the best of their ability, and to ensure every child develops as a well-rounded and happy individual.

Our School Improvement Priorities are:

- To raise the attainment & progress in KS2 boys' achievement in reading
- To raise attainment & progress to improve KS2 boys' achievement in writing at the 'greater depth' standard
- To continue to raise attainment and improve pupil achievement, ensuring a wide curricular and extra-curricular experience at Lowbrook for disadvantaged children
- To raise attainment and improve pupil achievement for in-year transfer children by exit in Year 6
- To strive for outstanding teaching to ensure consistency, driving up attainment, progress and outcomes for learners
- To have exemplary procedures in place for behaviour, attitudes, personal development and welfare of pupils

- To continue to develop outstanding leadership throughout the Academy, ensuring continuous effective and sustainable succession planning through the development of future leaders in the school,
- To further develop and build positive communications and parent/carer engagement in the school
- To continue to develop the grounds, buildings and resources so we can effectively meet the needs of a growing school and technological society.

The COVID-19 pandemic has presented a number of challenges for education. Lowbrook Academy is committed to ensuring pupils receive the highest level of education and learning opportunities despite the limitations of COVID measures. We have implemented use of the online platform Google Classroom to enable remote access to school work and homework, and have endeavoured to ensure that all students, especially those entitled to Pupil Premium funding, continue to thrive. The academy reserve the right to utilise Pupil Premium funding for the benefit of the whole school for this purpose.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data and observations demonstrate lower attainment in Maths in girls from disadvantaged backgrounds. This is especially prevalent in Reasoning. There is not a significant difference in the attainment of disadvantaged children compared with their peers in maths. However, 60% of boys from disadvantaged backgrounds achieved GDS in inhouse assessments compared with 17% of girls from disadvantaged backgrounds.
2	Assessment data and observations demonstrate lower attainment in Reading in girls from disadvantaged backgrounds. Students eligible for PPG have performed better on inhouse Reading assessments than their peers. However, 60% of boys from disadvantaged backgrounds achieved GDS compared with 33% of girls from disadvantaged backgrounds.
3	Assessment data and observations demonstrate lower attainment in SPaG in girls from disadvantaged backgrounds. Students eligible for PPG have performed better on inhouse SPaG assessments than their peers. However, 60% of boys from disadvantaged backgrounds achieved GDS compared with 17% of girls from disadvantaged backgrounds.
4	Observations and discussions with disadvantaged pupils suggest that fewer children eligible for PPG access enrichment opportunities such as extra-curricular clubs and educational visits.
5	Observations and discussions with disadvantaged pupils (including well-being surveys) suggest lower self-esteem and lower levels of emotional wellbeing amongst our disadvantaged pupils. The rates of referrals for ELSA and additional emotional support have increased. A number of disadvantaged children feel isolated from their peers due to being unable to attend wrap around care and enrichment activities.

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 attainment in disadvantaged children in Maths at the end of KS2	<p>Attainment gap at the end of KS2 in maths will be decreased between disadvantaged pupils and their peers.</p> <p>The percentage of girls from disadvantaged backgrounds achieving GDS will be equal to that of boys from disadvantaged backgrounds.</p> <p>Reasoning skills in children from disadvantaged backgrounds will be secure.</p>
Improved attainment in Girls from disadvantaged backgrounds in Reading at the end of KS2.	<p>There will be little or no disparity in the attainment of girls from disadvantaged backgrounds compared with boys in Reading.</p> <p>Pupils from disadvantaged backgrounds will continue to perform equally with their peers from non-disadvantaged backgrounds.</p>
Improved attainment in Girls from disadvantaged backgrounds in SPaG at the end of KS2.	<p>There will be little or no disparity in the attainment of girls from disadvantaged backgrounds compared with boys in SPaG.</p> <p>Pupils from disadvantaged backgrounds will continue to perform equally with their peers from non-disadvantaged backgrounds.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>An increase in the number of disadvantaged children able to access wrap around care and extra-curricular activities to help build relationships with peers and feel included.</p>
High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.	<p>All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers.</p>
For disadvantaged pupils' social and emotional needs to be met through ELSA and targeted pastoral care focussing on emotional and social skills, well-being, personal safety, confidence and resilience.	<p>Pupils have a 'Growth Mindset', greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging, regardless of prior attainment.</p> <p>ELSA evaluations show improvement in targeted attitudes and behaviour. Pupils in receipt of ELSA and targeted pastoral care make good progress throughout the school, All PP pupils are fully engaged in learning through opportunities provided.</p>
Improved parental engagement will facilitate better working partnerships with parents for	<p>Parents actively engaged in their children's learning, promoting and encouraging high aspirations.</p>

better academic success and higher aspirations for pupils.	
Facilitate high quality extra-curricular activities/enrichment experiences for children which develop a wide variety of skills and improve self-esteem and self-confidence. This will increase the % of PP eligible pupils participating in extra-curricular activities and increase the variety of enrichment experiences / activities completed for families to access wider curriculum learning and bring the curriculum to life.	All PP eligible pupils will actively be involved in extra-curricular activities. There will be an increase in number of activities engaged in by PP eligible 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to continue to receive training on the delivery of outstanding lessons using principles of effective questioning (Blooms).	Quality first teaching has the greatest impact on pupil progress (EEF). It is important to offer personalised support for children where class teachers work with pupils on individual targets, next steps and how to meet them.	1, 2, 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing and resources for 'catch up' interventions funded by the PP. Identified children will receive extra daily reading. KS2 small group interventions in writing, reading and maths; KS1 small group interventions in writing, phonics and maths. Intervention resources to be renewed & training to be provided for Rapid Reading subscription, MyMaths,	Areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and any 'gaps' in learning swiftly addressed.	1, 2, 3

Spelling Made Easy & On Track Maths.		
Staffing and resources for 'Teacher:Pupil Feedback sessions'	Feedback studies show high effects on learning (EEF Teaching & Learning Toolkit)	1, 2, 3, 5
Extending school hours to offer Year 4, 5 and 6 Study Support to include morning booster sessions & 1:1 tuition, resulting in high rates of achievement across KS2 for all children, especially those eligible for PP.	Research shows that small group tuition learning impacts positively on learning with a (EEF Teaching & Learning Toolkit) with pupils making up to an additional 4 months' progress.	1, 2, 3, 5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school hours to offer pupils in receipt of PP premium and other pupils at risk access to homework support in the absence of Prep Club due to COVID-19 measures	There are positive benefits to children being supported in doing homework ensuring an improvement in attitude to learning.	1, 2, 3, 4, 5
To offer a wide range of targeted curriculum enrichment and enhancement activities including Theme Weeks and class trips to ensure all PP children have equal access to enrichment opportunities during and after school.	The EEF Sutton Trust toolkit identifies positive gains in progress for Arts participation (+2), outdoor learning (+4), and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires, feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits.	4, 5
Wide range of clubs available for pupils, run by external coaches, either within or outside school, to ensure all PP children have equal access to enrichment opportunities during and after school.	Pupils who take part in a wide range of enrichment activities growing in confidence which is reflected in lessons and in many performances/sporting events when they represent the school	4, 5
Children in Year 6 in receipt of PP to be offered a residential place in multi-activity centre to ensure all PP children have equal access to enrichment opportunities outside school	By facilitating their attendance on the Year 6 residential trip, pupils will gain increased confidence, greater independence, better team-working and collaborative skills	4, 5

<p>Pastoral, social and emotional well-being support and activities: To ensure pupils in receipt of PP funding receive high quality music teaching and instrument tuition, either within school or out of school, to foster a love of the arts and in turn provide equality of opportunity and improved individual pupil engagement in school life.</p>	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.</p>	4, 5
<p>Pastoral, social and emotional well-being support and activities: To ensure pupils in receipt of PP funding receive high quality MFL teaching (Mandarin) to prepare them for the future world, and in turn provide equality of opportunity and improved individual pupil engagement in school life.</p>	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>By aiming to develop children's social skills, self-confidence and broaden horizons, it is expected that it will encourage positive attitudes to people of other cultures and backgrounds.</p> <p>Building relationships will enable the development of confidence and resilience as well as a widened understanding of the world.</p>	4, 5
<p>Pastoral, social and emotional well-being support and activities: To contribute towards uniform cost for pupils in receipt of PP funding, and remove barriers associated with the cost of school uniform.</p>	<p>By instilling a sense of pride and belonging in pupils, it is hoped that they feel a sense of inclusivity.</p>	5
<p>Pastoral, social and emotional well-being support and activities: To ensure vulnerable children and those experiencing social and emotional issues are well supported through ELSA groups.</p>	<p>Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.</p>	4, 5
<p>Pastoral, social and emotional well-being support and activities: To support families that struggle to get children to school on time and ready to learn by offering financial</p>	<p>Places provided in Breakfast Club enable children take part in a range of enrichment activities. Attendance at breakfast club: - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the day; - supports social development.</p>	4, 5

help for Breakfast Club & After School Club. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	The impact is measured through attendance data and through attainment.	
---	--	--

Total budgeted cost: £ 24,000

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 2020 to 2021 academic year.

Our aim during 2020-21 was to raise the attainment of boys from disadvantaged backgrounds so that there was no significant disparity in the attainment of boys and girls eligible for PPG and also between boys and their non-disadvantaged peers. Our internal assessments during 2020-21 demonstrate that we achieved this aim, however, in raising the attainment of our disadvantaged boys, the data suggests the attainment of disadvantaged girls is now slipping. Internal assessment in Summer 21 demonstrated 71% of girls eligible for PPG achieved the expected standard or above in Reading and Maths, against 100% of boys eligible for PPG. In Writing, 93% of girls eligible for PPG achieved at least expected standard, against 100% of boys eligible for PPG. Of the 23% of disadvantaged children who achieved significantly above age related expectations in Reading, 100% were boys and of the 15% of disadvantaged children who achieved significantly above age related expectations in Writing and Maths, 100% were boys.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google Classroom, and further enhanced using resources from Oak Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Nuffield Early Language Intervention	Nuffield Foundation