



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Lostock Gralam Church of England Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	(41) 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Powell Headteacher
Pupil Premium lead	Lisa Downing Deputy Headteacher
Governor / Trustee lead	David Nield Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,275
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	£59,275



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our plan is to support our disadvantaged pupils to achieve that goal and to maximise their potential by offering high quality education through our bespoke LOSTOCK curriculum that is ambitious and designed to give all pupils the cultural capital they need to succeed in life.

We will consider the challenges faced by our vulnerable pupils, including those that have a social worker and are young carers. The activity in this statement is intended to support their needs regardless of whether they are classed as disadvantaged or not.

High quality teaching is at the heart of our approach with a focus on areas that will ensure disadvantaged pupils achieve well and are ready for their next stage of education. This includes placing a high priority on the teaching of spoken language, vocabulary and reading from the moment the children walk into Reception to the time they leave us at the end of Year 6. High quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our strategy is also integral to wider school plans for tackling the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.

Our response will be reactive to common challenges and pupils' individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils have access to an ambitious curriculum
- Improve high quality teaching for all
- Promote well-being, mental health and safeguarding
- Act early to intervene at the point a challenge is identified
- Adopt a whole school approach in which all staff take ownership of raising expectations and outcomes for disadvantaged pupil's achievement
- Ensure every child is a fluent reader by the time they leave LOSTOCK

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.



3	On-entry data shows that pupils are starting school with lower starting points . As well as in the EYFS, this has the potential to impact on attainment throughout the primary school phase. In September 2023, baseline assessment showed that 67% are below age related expectations in Reading and Writing and 53% in Maths when they started Reception.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by the Covid pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in early reading at KS1 and writing and maths at KS2.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased in recent years e.g. ELSA, Drawing & Talking, Play Therapy etc.
6.	Our attendance data during the academic years 2022-23 and 2023-24, indicated that attendance among disadvantaged pupils was approximately 3% lower than for non-disadvantaged pupils. Furthermore, in the academic year 2022-23, 39% of disadvantaged pupils had been 'persistently absent' compared to 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that the number of disadvantaged pupils reading the expected standard is in line with the national average.
Pupils will leave the Early Years with a Good Level of Development.	All pupils in our Early Years disadvantaged group will make accelerated progress in the GLD areas of learning. At least 80% of pupils in the Early Years will achieve a Good Level of Development by 2025/26.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Disadvantaged pupils will be able to articulate an understanding of their own mental health and well-being.



<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed CPD for all teachers and support staff through termly monitoring of lessons, books, moderation and training from both English and Maths consultants.	+6 months feedback +5 months collaborative learning +5 months mastery learning	1, 2 & 3
Deliver a broad and engaging curriculum that focuses on vocabulary: curriculum plans reviewed and adapted. Emphasis on phonics (RWI programme and resources) vocabulary and high-quality reading in English and across the curriculum.	+5 months phonics +6 months reading comprehension	1, 2 & 3
Purchase resources to support spoken language and to ensure a high-quality oracy education.	+6 months oral language interventions	1, 3, 4 & 5
Use of additional teachers and teaching assistants to support with the teaching of phonics in EY & KS1.	+4 months individualised instruction +5 months phonics	1, 2 & 3
Continue to develop our child-centred approach to behaviour with a particular emphasis on emotional literacy and the next phase using the work of Marie Gentles and the introduction of our 24-hour 'Zones of Regulation' curriculum.	+4 months behaviour interventions	4 & 5
Purchase high-quality resources for English and Maths including formative assessment grids and robust standardised assessments from NFER.	+8 months feedback	1, 2 & 3
Develop an inclusive child-centred ethos with a particular focus on mental health and trauma using the New Ways of Working model to provide a bespoke school response to trauma with a particular focus on the disadvantaged children.	+4 months social and emotional learning 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). EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4 & 5
Well trained TAs provide targeted support within every classroom with a particular focus on supporting the disadvantaged pupils to access their full curriculum entitlement.	+4 months individualised instruction	1 & 2



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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicate time and resources in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills e.g. Voice 21 Oracy, WellComm, Verbo, NELI.	+6 months oral language interventions Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2 & 3
Additional phonics sessions targeted at disadvantaged pupils and any pupil who require further phonics support to remain on track.	+5 months phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Small group tuition through tutoring from highly-qualified tutors provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children.	+4 months small group tuition Evidence shows that small group tuition is effective, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. School-led tutoring focuses on groups of between 3-5 children. Small Group Tuition EEF	1, 2 & 3
Additional well-trained TAs allow one to one tuition and small group tuition by either class teacher or TA when necessary.	+4 months small group tuition +5 months one to one tuition Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum. TAs also provide one to one tuition where appropriate e.g. phonics flashcards. Small Group Tuition EEF	1, 2 & 3



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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school 'Zones of Regulation' training for staff and purchase of the new 24-hour curriculum with the aim of developing our whole-school approach to behaviour and wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4 & 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and time for staff to develop and implement new procedures and the appointment of a school attendance and welfare lead to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Using ELSA and Drawing & Talking to provide social and emotional support to targeted children. Have a whole-school approach to trauma-informed response to behaviour.	+4 months social and emotional learning A qualified ELSA and Drawing and Talking specialist to support children to enable them be ready to learn and access the curriculum. Whole-school training in 'Zone of Regulation' curriculum. Social & Emotional Learning EEF	4 & 5
Continue to improve parental engagement through early intervention, close working with all agencies including leading TAF meetings.	+3 parental engagement A dedicated school attendance and welfare lead and safeguarding team to support families. Parental Engagement EEF	4, 5 & 6

Total budgeted cost: £59,275



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 2023 to 2024 academic year.

Our assessment data during 2023-24 showed that the performance of disadvantaged pupils compared to all pupils has sustained an improvement compared to the previous academic years. In some cases, the disadvantaged pupils outperformed all pupils and in many cases the attainment gap was deemed negligible due to the relatively small number of disadvantaged pupils in the cohort. Where the attainment gap between disadvantaged pupils and all pupils was too wide, it was evident that a large majority of the disadvantaged group also fell within the SEND group which greatly impacted the data set. All disadvantaged pupils made good progress during the academic year 2023-24. This needs to continue into 2024-25 so that the performance of the disadvantaged pupils is in line with all pupils for all cohorts in all core subject areas.

As we enter the third year of our Pupil Premium Strategy, below is an evaluation against our intended outcomes:

- **Improved oral language skills and vocabulary among disadvantaged pupils**
Assessments and observations from oracy learning walks show an improvement in oral language among our disadvantaged pupils particularly with regards to the physical skills that enable a successful discussion. Continuation with the lessons we have learnt from the Voice 21 Oracy Project in the previous two academic years will further develop these skills and there will be a particular focus on the disadvantaged pupils across school.
- **Improved reading attainment among disadvantaged pupils**
KS2 reading outcomes in 2023-24 show that the number of disadvantaged pupils reaching the expected standard was 75% which was above the national average of 73%.
- **Pupils will leave the Early Years with a Good Level of Development**
In 2023-24, all disadvantaged pupils reached a Good Level of Development in Word Reading, Writing and Mathematics. Overall, 67% of the pupils in the Early Years achieved a Good Level of Development in 2023-24 which was in line the national average of 65%.
- **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils**
Our assessments and observations throughout 2023-24 indicated that pupil behaviour, wellbeing and mental health were still an area for development due to the current cost of living crisis. This is particularly of concern for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions such as ELSA and Drawing & Talking where required. We are continuing with this work moving forward with the activities detailed in this plan.
- **Sustained high attendance from 2025/26**
In 2023-24, the overall absence rate for all pupils improved to 93.4% which was a slight decrease from 94% the previous year and the attendance of the disadvantaged pupils was 91% which had also decreased from 92% on the previous year. This shows that the attendance gap between disadvantaged pupils and non-disadvantaged pupils is still an area of concern and this will be a huge focus during 2024-25 in both our Pupil Premium Strategy Statement and Whole School Development Plan. However, persistent absence for the pupils eligible for the PPG was reduced by 2% as per our intended outcomes.



Even though persistent absence for the disadvantaged pupils is still higher than that of the non-disadvantaged pupils, the gap has decreased significantly during 2023-24.