



Pupil Premium Strategy Statement - Low Furness CE Primary School

2023 - 2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	3 children = 2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	23-24 24-25 (Current academic year)
Date this statement was published	September, 2024
Date on which it will be reviewed	August, 2025
Statement authorised by	Clare Rowland-Smith Tracey Tracey
Pupil premium lead	Clare Rowland-Smith
Governor	Gary Thompson & Will Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£500
Total budget for this academic year	£7900



<p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	
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Part A: Pupil premium strategy plan

Statement of intent

- *Priorities for Low Furness CE Primary School*

-Continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress for those pupils entitled to pupil premium

-Support the more able pupil premium children to ensure they are challenged and stretched; targeted to meet their full potential

-Raise self-esteem, confidence and aspirations of pupils entitled to pupil premium through pastoral support and extracurricular activities

-Provide targeted additional support strategies resulting in every pupils, however financially disadvantaged, being able to improve their levels of attainment and progress. Through monitored interventions, access to our full curriculum and access to pastoral support through ELSA.

Challenges

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

Challenge number	Detail of challenge
1	<i>Develop quality first teaching to ensure key knowledge is delivered clearly and enhance strategies to enhance subject knowledge</i>
2	<i>Develop reading and fluency to ensure they are challenged, stretched and targeted to meet their potential</i>
3	<i>Improve oral language skills and vocabulary among disadvantaged pupils</i>
4	<i>To support all children and families to overcome non-academic barriers to learning (SERIS, Mindfulness, trips, experiences, wraparound provision, extra curricular clubs)</i>



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
<p><i>Challenge 1: Develop quality first teaching to ensure key knowledge is delivered clearly and enhance strategies to enhance subject knowledge</i></p> <ul style="list-style-type: none"> -All lessons are planned after identifying pupils' prior knowledge and skills -Intervention sessions are planned following accurate gap analysis and assessment -All lessons provide clear learning objectives (WALT)/retrieval skills and success criteria that pupils can relay and understand 	<ul style="list-style-type: none"> -Increased pupil engagement/motivation in lessons -Vulnerable pupils' needs identified across school -Pupils demonstrate improved long term memory -Pupils can easily verbalised learning intentions/retrieval skills and know the steps they need to take to achieve them -Low Furness is a school where ALL pupils thrive and reach their potential -Improved attainment for disadvantaged and vulnerable learners
<p><i>Challenge 2: Develop reading and fluency to ensure they are challenged, stretched and targeted to meet their potential</i></p> <ul style="list-style-type: none"> -Explicit teaching of strategies through high quality teaching and development of reading fluency -Modelling, evaluation and checking on understanding and accuracy is incorporated into and used to inform future planning -Planning for intervention sessions are planned for using pupils' existing knowledge and skills -Reading lead & Fluency project - interventions -Reading comprehension skills embedded and developed across all areas of the curriculum 	<ul style="list-style-type: none"> -Increased pupil engagement/motivation in lessons -Vulnerable pupils' needs identified across school -Pupils demonstrate improved long term memory -Improved fluency and accuracy in reading skills
<p><i>Challenge 3: Improve oral language skills and vocabulary among disadvantaged pupils</i></p> <ul style="list-style-type: none"> -Explicit teaching of strategies through high quality teaching and development of reading fluency -Modelling, evaluation and checking on understanding and accuracy is incorporated into and used to inform future planning -Intervention sessions planned for using accurate formative assessment through daily live in the moment marking and feedback. Consolidated through summative assessments. 	<ul style="list-style-type: none"> -Pupils demonstrate ability to apply oral skills and vocabulary understanding in class and summative assessments -Increased pupil engagement/motivation in lessons -Vulnerable pupils' needs identified across school
<p><i>Challenge 4: To support all children and families to overcome non-academic barriers to learning (SERIS,</i></p>	<ul style="list-style-type: none"> -Pupil voice -Pupil and parent surveys



<p><i>Mindfulness, trips, experiences, wraparound provision, extra curricular clubs)</i></p> <p>-Provide pupils with SERIS awareness and develop strategies to improve their approach to learning and life</p> <p>-All staff have clear overview of all children in their care and identify disadvantaged children</p>	<p>-All pupils have the tools they need to manage their behaviour independently</p> <p>-Increased confidence and self esteem</p> <p>-All children and families feel confident to ask for support. Pupils are happy, enjoy learning and have increased experiences</p> <p>-Pupils and parents aspire to join clubs, in school and outside of school.</p> <p>-Low Furness is a school where all pupils thrive.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** 24/25 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for adaptive teaching. Staff have previously attended training through National College on enhancing their roles as subject leaders to ensure the best possible coverage of our curriculum for all children.</i></p> <p><i>CPD on assessment in retrieval and assessment to effectively identify and close gaps for all pupils</i></p>	<p>EEF - Effective Professional Development</p> <p>National College</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classrooms</p>	<p>1, 2 & 3</p>



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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>2 Senior Teaching assistants have been deployed to deliver ELSA training following the change in staff (SERIS at the end of 23/24 academic year)</i></p> <p><i>Additional resources to be purchased to enhance ELSA space and resources to support</i></p>	<p>EEF - Using your Pupil Premium Funding Effectively</p> <p>Additional STA's delivering ELSA support across the schools means children are in small identified groups or 1:1 following an accurate ELSA referral and SMART targets/intervention put in place. PP children</p>	4
<p><i>Support provided by STA in reading for PP child who is identified as working below the expected standard</i></p>	<p>EEF Fluent reading support comprehension because pupils' cognitive resources can be redirected from focussing on word recognition to comprehending the text</p>	1, 2 & 3

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>After school clubs are available for all children</i></p>	<p>EEF Using your Pupil Premium Funding Effectively</p> <p>Children are exposed to experiences - sports activities, M & T adventures, Brathay trip, extra curricular clubs that they would not normally have the opportunity to participate in.</p> <p>They form wider relationships and widen their circle of friends which can promote their resilience and well-being.</p>	4



<i>ELSA (Emotional Literacy Support Assistant) workers are subsidised</i>	EEF Using your Pupil Premium Funding Effectively Children face many challenges already in their lives and our training ELSA STA's allow them time to discuss their feelings, enabling us to signpost and refer to specialist agencies if necessary. ELSA training	4
<i>Subsidising extra curricular trips</i>		4

Total budgeted cost: £7400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<ul style="list-style-type: none"> -Increased pupil engagement/motivation in lessons -Vulnerable pupils' needs identified across school -Pupils demonstrate improved long term memory -Pupils can easily verbalised learning intentions/retrieval skills and know the steps they need to take to achieve them -Low Furness is a school where ALL pupils thrive and reach their potential -Improved attainment for disadvantaged and vulnerable learners

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Music tuition - Piano teacher	Cumbria County Council

