

Pupil Premium Funding Overview 2020-21

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers. **For 2020-21, the school has been allocated £224,615.** This sum of money is based on an allocation of £1345 per pupil for 167 pupils entitled to free school meals or who have been entitled to free school meals at any point in the previous 6 years. These figures are based on the school census taken in January 2020.

The table below shows how this money is being spent in order to accelerate pupil progress and attainment.

Area of Funding	Allocation	Objective / Rationale
Contribution to costs of teaching staff	£70,000	To increase pupil teacher ratios through smaller class sizes / improved teacher –pupil ratios and additional teachers to increase impact of quality first teaching.
Contribution towards additional targeted teaching assistant support (SEN Support Team & EAL Support Team)	£20,000	To enable pupils to receive additional, targeted and specific support in lessons; thereby have better access to learning. Additional support also delivered around key teaching time.
Contribution towards cost of additional teaching assistants.	£23,000	To ensure that all classes have a dedicated TA. Additional, in class, support means pupils have better access their learning in all lessons and specific needs are better met.
Contribution towards Learning Mentor	£18,000	To ensure pupils / families receive support, in and beyond school to remove wider barriers to learning. The importance of this role cannot be overemphasised. Includes liaison with outside agencies as required.
Contribution towards additional Learning Mentor support	£3,000	To work alongside the learning mentor to help ensure pupils / families receive support, in and beyond school to remove wider barriers to learning. Includes liaison with outside agencies as required.
Contribution towards second, part time, SENCO	£3,500	As the number of SEN children increases year on year the school needs the capacity of a full time SENCO to ensure that SEN pupils are accessing the support they need in order to reach their potential. This part time role will mean that we have SENCO on site all week

Pupil Premium Funding Overview 2020-21

Development of outdoor learning environment(s)	£5,000	To further enhance provision to better enable pupils to learn in the outdoors (more Covid safe). Quality playtime provision leads to happier pupils who are better able to access their learning.
Development of leaning indoor environments	£5,000	To improve conditions for learning throughout the school. Comfortable, purposeful classrooms result in more focused pupils better able to access their learning.
Contribution towards development of ICT provision	£10,000	To purchase tablets, laptops etc / specific software to enable some pupil access to curriculum in a more appropriate / specific format. Greater need due to Covid
Contribution towards staff training	£6,000	Training of staff including: remote learning, SEND, core subjects / quality first teaching. Staff therefore better able to provide learning opportunities appropriate to all pupils' needs including if/when isolating
Contribution towards additional teaching staff providing focused support in Y2 and Y6 during spring term	£7,000	To enable learning support across the school to continue as additional staff are required in the spring term to support pupil access in end of year assessments - (subject to Covid)
Contribution towards transition activities at all stages	£4,000	To ensure that vulnerable children are appropriately supported during transitions i.e. into F2, Y2 to Y3 and primary to secondary which can be very stressful for some individual. Money used for staffing, transport etc - (subject to Covid)
Contribution towards development of phonics in EYFS / KS1	£6,000	To develop further, phonics teaching across EYFS / KS1 to ensure pupils enter KS2 with secure basic skills. Further resources being purchased to support pupils in KS2 on catch up programmes.
Development of enrichment activities	£6,000	Continued provision of wider curriculum activities to support pupils' social and emotional development which in turn leads to better access to learning / outcomes.
Contribution towards learning resources	£5,000	To enable the purchasing of specific resources to support curriculum access and learning.
Contribution towards attendance / punctuality rewards	£1,000	To support initiatives to encourage / improve rates of punctuality and attendance – range of initiatives throughout the year.

Pupil Premium Funding Overview 2020-21

Contribution towards Lunch Time Supervisors (LSAs) – school employs 11.	£5,500	To provide additional supervision at lunch time enabling staff to organise games / activities. This in turn improves lunchtime behaviour resulting in calmer happier pupils who therefore better access their learning – better progress / outcomes. Covid means that all duties have to be covered
Contribution towards educational visits	£3,000	To ensure that all pupils have full access to all educational visits / residentials irrespective of background / circumstances - (subject to Covid)
Contribution towards cost of translators / sign language staff	£2,000	To ensure that all families are fully aware of and can discuss their children's needs with school staff. We have 40 different languages spoken in school and the need for translation is growing.
Uniform / PE Kit	£2,000	To supply uniform to new arrivals to ensure integration into school and to speed up rate at which new arrivals feel comfortable in the school.
Contribution to Breakfast Club	£3,000	To provide additional resources to engage pupils attending the club. Provision enhanced as a result of Covid restrictions
Adult English language classes	£1,000	Classes in speaking / using English for families. Through improving their English parents & carers are better able to support their children's learning - (subject to Covid)
Remote Learning	£3,500	In response to needs due to Covid purchase additional resources, for targeted learning activities and for resources to go home, to support learning.
Easter revision resources programme	£2,000	To enable staffing of Easter / support sessions and purchasing of additional specific resources to support access to revision programme.
Welcome packs for EYFS pupils	£1,000	To provide new pupils with a range of school resources, prior to admission, to encourage / support learning.
Underwear /nappies & consumables	£300	To address the issue of very young children being in school who are not yet toilet trained. Provision of underwear etc. enable pupils to remain in school thereby accessing learning
Contingency	£9,815	To respond to needs as may arise / changes in circumstance e.g. new pupils joining the school throughout the year.
Total Spend	£224,615	

Pupil Premium Funding Overview 2020-21

Barriers to Educational Achievement

Lowfield Primary is a high performing, continually improving 2-form entry, inner city school serving a diverse ethnic community, with high social disadvantage and unemployment. Our free breakfast club is extremely popular with our families serving 80+ breakfasts daily. Although the school primarily serves the community of Lowfield and its immediate neighbourhood, children travel from the other side of the city because of the value many families place on the school. The school accommodates very high levels of pupil mobility and many families join the school from overseas. Pupils are supported by a well-established EAL team and by members of staff who speak a range of different languages, such as Somali, Arabic, Urdu, Punjabi, French, Spanish, Ukrainian, Latvian and Polish. The wider inclusion team also ensures pupils with a range of additional needs are well supported. The school maintains a strong focus on trying to ensure every pupil is as well prepared as they can be for the next stage of their education.

Pupils enter the school significantly below national expectations. In September 2017 and 2019 no F2 child was at ARE in any area on entry. This improved slightly in September 2020 but remained at zero in the key areas of shape & space and reading and was only 4% ARE in writing. The school has a high number of FSM pupils (46.8%) as well as many additional disadvantaged pupils whose families are not entitled to pupil premium funding, a high number of pupils from ethnic minorities (95.3 %, 62.2% above national), a high number of pupils with English as an additional language (83.7 %, 62.5% above national; this is almost four times the national figure), a high number of pupils at SEN Support (17.6%, 3.8% above national), and has a deprivation indicator which puts the school in the most deprived 20% of schools (see Sheffield School Summary Report September 2019). Though the school recognises these significant barriers they are never seen or used as excuses for our pupils' progress and attainment. The school population has risen in recent years from 206 in 2009 to 376 currently (September 2020). Though the school is in the least stable 20% of schools nationally, increasingly families are choosing the school for their children as a consequence of its good reputation. The school was inspected by Ofsted in March 2017 and retained its status as a "good" school, in all areas. The inspector commented to school leaders that the school was very much at the top end of this category.

Pupil Premium Funding Overview 2020-21

Rationale

The table above gives details as to how we are intending to spend our pupil premium funding, in order to improve pupil outcomes. A significant amount of the funding is to be spent on staffing costs as, as a school, we believe that timely and appropriate additional input from skilled professionals is the best method of closing gaps in children's knowledge and understanding. Our teaching assistants and wider support staff are carefully planned into all lessons, by class teachers, so that they are used to good effect in order to help raise the attainment of identified groups and individuals. In addition our smaller class sizes and additional support staff enable us to run extra phonics groups and oral language interventions. Both of these strategies are identified as having a high impact at a relatively low cost in the EEF (Education Endowment Foundation) Toolkit. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment (EEF Toolkit) we can demonstrate that, through our effective deployment of these staff. Our strategy is very effective and efficient.

Impact Measures / Review

Children in receipt of pupil premium funding are an identified group within school. All class teachers know which pupils, in their class, are in this group and track their progress / attainment accordingly. Each term staff meet with the Headteacher to discuss their class's progress / attainment and pupil premium pupil outcomes form part of this discussion. In addition progress / attainment of pupil premium pupils is reported to and discussed with the schools governing body each term. Our pupil premium strategy is reviewed at the end of each year to consider successes and areas we can tweak to improve further.

Christopher Holder October 2020

