

Lostwithiel School Pupil premium strategy statement 2023 -2026

This statement details our school's use of pupil premium 2023 – 2026 (and recovery premium for the 2023 to 2024 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	Lostwithiel School
Number of pupils in school	145 (+28 nursery children)
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	August 2023- July 2026
Date this statement was published	01/09/2025
Date on which it will be reviewed	July 2026
Statement authorised by	E Badger
Pupil premium lead	E Badger
Governor / Trustee lead	S. Radnedge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,860.
Recovery premium funding allocation this academic year	£0
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	

Part A: Pupil premium strategy plan

Pupil Premium represents additional funding that the government gives to schools for each pupil considered to be disadvantaged. Poverty or low income is the single most important factor in predicting a child's future life chances, with many pupils in low income families having low attainment by age 16. The Government believes that the Pupil Premium is the best way to address these underlying inequalities.

Statement of intent

The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers, that they receive high quality teaching and excellent opportunities every day and that they leave Lostwithiel Primary school with the confidence, skills and knowledge to access the secondary curriculum and succeed.

When making decisions about using Pupil Premium funding, we have considered:

- The context of our school
- The needs of our Pupils
- The challenges / barriers
- Research from EEF (Education Endowment Fund)

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged Pupils.

For all disadvantaged Pupils in our school to make, or exceed, nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning.

Key Principles:

Ensure that teaching and learning opportunities meet the needs of all pupils.

Ensure that appropriate provision is made for pupils with multiple vulnerabilities.

To provide targeted interventions through small group or 1:1 support.

Support payment for activities, educational visits and residential visits, to ensure that children have first-hand experiences to draw upon in their learning.

Support from external agencies, including Behaviour Support, Mentoring etc.

Challenges

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

Challenge number	Detail of challenge
1.	We will ensure that the attendance of our disadvantaged pupils is the same as or higher than non-disadvantaged pupils. We are aiming for 96% attendance or higher for disadvantaged pupils by 2026.
2.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has been evident in the school baseline process in Early Years October 2023 and evident in Key Stage 1.
3.	Lack of early reading support at home and pre-school phonics provision for disadvantaged pupils negatively impacts their development as readers.
4.	Progress and attainment in 2022-2023 writing was lower than non-disadvantaged pupils in Key stage 2 with attainment of disadvantaged pupils at 60% and combined W/R/M at 60%. In KS1 attainment in writing is 57% and is below non disadvantaged in writing.
5.	We have seen a rise in social, emotional and mental health concerns and referrals, particularly among disadvantaged pupils following the pandemic and those who are looked after children or in special guardianship. Behaviour support for vulnerable pupils has been increased following the pandemic including nurture provision for identified pupils. We have not reported numbers here in this document due to the small numbers within school and the close-knit nature of our community.

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
Every child leaves Key Stage 1 at Lostwithiel School able to read fluently. Every child passes their phonics screening in year 1, those that do not, pass in year 2.	At least 95% pupils will pass their phonics screening check, with ALL disadvantaged pupils passing the check in year 1.
All pupils can produce high quality writing that is aware of its audience and purpose. Disadvantaged pupils are confident writers and they meet the expected standard for writing in KS2.	KS2 writing outcomes will show that the majority of disadvantaged pupils meet the expected standard in writing (N.B. small cohort numbers exist across the school) and where these standards are not met, additional needs have been identified and are being addressed through the graduated response.
Sustain good levels of attendance for all pupils, particularly our disadvantaged pupils (above national %)	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2%. • The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 10% (in line with national figures for all pupils)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from TEAM 12, student and parent surveys and teacher observations. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Higher levels of resilience in pupils shown in learning through observations, book looks and monitoring.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Embedding of a whole-school structured oracy programme to explicitly teach spoken language skills, vocabulary development and academic talk.	<p>1. Oral Language Interventions – Strong Impact</p> <p>The Education Endowment Foundation Teaching and Learning Toolkit identifies Oral Language Interventions as having an average impact of +6 months’ additional progress, particularly benefiting disadvantaged pupils. Evidence indicates that explicitly teaching speaking and listening skills improves reading comprehension and overall attainment.</p>	2 & 4
	<p>2. Early Language Gap and Disadvantage</p> <p>Research commissioned by the Department for Education highlights that pupils from disadvantaged backgrounds are more likely to begin school with delayed language development. This gap persists without targeted intervention and is strongly correlated with later academic attainment.</p> <p>Studies such as those by James Heckman demonstrate that early language and communication skills are predictive of long-term educational and economic outcomes.</p>	

	<p>3. Reading Comprehension and Vocabulary</p> <p>EEF guidance reports (e.g. <i>Improving Literacy in Key Stage 1 & 2</i>) emphasise that spoken language underpins reading comprehension. Disadvantaged pupils are more likely to have limited exposure to academic vocabulary outside school, making explicit vocabulary and structured talk teaching a high-leverage strategy.</p>	
	<p>4. Dialogic Teaching and Cognitive Development</p> <p>Research by Robin Alexander on dialogic teaching demonstrates that structured classroom discussion improves reasoning, attainment and engagement, particularly for lower attaining pupils.</p>	
	<p>5. Social Mobility and Cultural Capital</p> <p>The Social Mobility Commission identifies communication skills as a key driver of social mobility. Structured opportunities for high-quality talk support disadvantaged pupils in developing the confidence and cultural capital needed for academic and future employment success.</p>	
<p>Consolidation of Opening Worlds humanities curriculum in KS2 and teaching techniques in KS1.</p>	<p><i>In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.</i> (Hart and Risley, 2003:9) .</p> <p>Opening Worlds is an ambitious humanities curriculum driven by the aspirations for our disadvantaged pupils. It is vocabulary rich and has teaching strategies which are targeted to securely embed knowledge and vocabulary. We believe that this curriculum will have maximum impact on pupil premium outcomes.</p> <p>Focus will be given to PP children when developing and embedding Habits of Discussion and other oracy tools.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £ 15,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online Subscription films sent home. Phonics Toolkit Strand Education Endowment Foundation EEF	3
One to one and small group phonic tuition by teaching staff	One to one tuition is stated by the EEF toolkit as being one of the most effective interventions to close the disadvantaged gap and is even more effective when delivered by teaching staff. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2,3,4
Use of Multi agency support team or Targeted Sessions with ELSA/TIS therapy/MHST for pupils with acute SEMH needs.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAC meetings, therapy services and family support for boundaries.	5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach
<p>Attendance, including Education Welfare service, and use of funding to provide transport for pupils</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>
<p>Enrichment through weekly forest school, Rock Steady, extra-curricular clubs, music lessons and wider curriculum – Lostwithiel school fund 75% of music lessons, trips visits.</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils need access to experiences to enable them to accumulate these skills.</p>

<p>Continue to extend the range of extracurricular activities available for pupils to increase motivation and participation in lessons and therefore improvement attainment 100% of disadvantaged pupils engage in at least one extracurricular activity. All disadvantaged pupils learn a musical</p>	<p>In 2019, the Social Mobility Commission investigated extra-curricular activities and published a report 'An Unequal Playing Field'. The SMC gathered data from both primary and secondary sources and the report came up with significant findings which inform our strategy:</p> <ul style="list-style-type: none"> • Young people value extra-curricular activities, and they result in a range of positive outcomes - they are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and equip them with new skills and abilities. Above all, they offer an important space to rest and relax away from the pressures of schoolwork. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges to young people's mental health and wellbeing. • Opportunities to take part in extra-curricular activities are unequally distributed. Opportunities to participate are driven by household income, school attendance, gender, ethnicity and geographic location. Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, especially music classes and sport.
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Total budgeted cost: £ 52,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>2024 2025 Strategy</u>	<u>Impact</u>	<u>Review</u>
Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.	100% of disadvantaged pupils achieved pass in their phonics screening. No pupils remain on the RWI programme in Year 3 (all complete the programme in KS1)	This initiative is to be continued as part of the three year strategy.
Implementation of new writing curriculum with adaptive teaching methods fully embedded in all classrooms (use of Widgit, talking tins, oracy stems)	78% of disadvantaged pupils met the expected standard in writing at the end of KS2 (increased from 50% in 2023/24) 66% of disadvantaged pupils met the expected standard in writing in 2024/25	Writing to continue to be a focus but this will be supported through our oracy framework and the introduction of Opening Worlds curriculum in KS2.
Train staff in using effective Oracy strategies in the classroom. Plan whole school approach for teaching Oracy.	Oracy stems introduced into all year groups. Chatterfest termly. All disadvantaged pupils included in activity and monitoring reflects inclusivity of approach.	The school is now aiming to become a Voice 21 Centre of Excellence with our disadvantaged pupils at the heart of this strategy.
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	100% of disadvantaged pupils achieved pass in their phonics screening and was sustained in 2024/5.	This initiative is to be continued as part of the three year strategy.
Attendance – robust approach to attendance – phone calls home, home visits, raising awareness of the importance of regular attendance.	Whole School: 96.7% (National 94.5%) PA 2.2% (National 15.4 %) Disadvantaged:	Continued as part of 3 year strategy

	<p>95.1% (National 92.1%)</p> <p>Persistent Absence School 5.9% (National 26.6%)</p> <p>Lostwithiel School selected to be a DFE Attendance and Behaviour Hub School in December 2025</p>	
<p>Use of pupil premium to enrich opportunities for disadvantaged pupils – extend the range of extra-curricular opportunities available, finance not to be a barrier – pupil premium used to fund or part fund these opportunities</p>	<p>100% of disadvantaged pupils took part in more than one enrichment activity. For those pupils who could not access after school activities, these were provided in the school day – sailing, archery, paddle boarding, kayaking, Go Active alternative sports. Cultural capital also extended with museum and theatre visits. All disadvantaged pupils who wished to attend residential experiences were able to do so through use of pupil premium.</p>	<p>Widened to include musical instrument tuition by 2026</p>
<p>Provision of free Breakfast Club for disadvantaged pupils to ensure they attend school on time</p>	<p>Average attendance of disadvantaged pupils who received free Breakfast Club spaces in 2024/25 was 97.1%</p>	<p>Lostwithiel School part of the Early Adopters for free Breakfast Club so all children have access to free morning Wraparound. Extend free places for disadvantaged to After School Club.</p>

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
Read Write Inc Phonics Scheme	OUP- Ruth Miskin
Mastering Number	Maths Hub South West

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