



Loose
Primary School

Pupil Premium at Loose Primary 2018-19

September 2018

Review – September 2019

Pupil Premium at Loose Primary School 2018-19

What is the Pupil Premium?

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

Currently, the premium is worth £1320 and goes to pupils who are currently on Free School Meals (FSM) or have been registered for (FSM) in the past six years, children in care, adopted children and service children also continue to qualify for the Pupil Premium.

The Premium is provided to enable these pupils to be supported. The Government considers the above groups as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Loose we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

To apply for free school meals parents/carers can click on the following links found on our website.

<http://www.kent.gov.uk/education-and-children/schools/free-school-meals>

<http://www.loose-primary.kent.sch.uk/page/Default.asp?pid=26&action=saved>

How many pupils at Loose Primary are eligible for the Pupil Premium?

Currently (September 2018) 8% of students at Loose are eligible for the Pupil Premium.

How is the Pupil Premium Grant at Loose used?

Our intention is to increase learning, progress, attainment and ensure well-being. The grant helps to provide mentoring, fund additional staff such as teaching assistants and contributes to fund a Families and Community Manager.

Academic Interventions

- Additional support and teaching groups for English and Maths throughout the school
- Reading support through Better Reading Support (BRS)
- Specific mentoring for children underachieving
- Additional TA support to deliver specific interventions to targeted disadvantaged pupils
- SLT mentoring for identified children in Y2 & 6.

Social/Emotional development

- Families and Community Manager alongside TAs provide nurturing type activities to help pupils with issues that may impact on progress.
- Clubs such as gardening, cooking and Project Salus
- Assessment of emotional and social well-being using the Well Being Toolkit and Boxall Profile
- Provide access to specific therapies if recommended such as Bereavement, Dandelion Time, Art therapy

Language Interventions

- Speechlink and LanguageLink
- Language for learning
- Speech and Language Therapist

Family Welfare

- Our Families and Community Manager will use strategies to provide targeted support for attendance, behaviour and mentor support for families to improve attendance and the inclusion of pupils.
- School uniform contributions
- Swimming contributions
- School trips contributions
- Breakfast Club contributions
- School Milk

How will the impact of Pupil Premium be measured?

At Loose Primary School, the usual cycle of pupil progress meetings, data collection and the monitoring and tracking of attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention.

We have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending such as:

- Ensuring that spending is directly linked to gaps in attainment.
- Making use of our own data to expand existing interventions.
- Ensuring there is at least good teaching.
- Making use of research when evaluating interventions and considering the implementation of new interventions.

All staff know which children are focus children. Every teacher mentors pupil premium children in their class on a weekly basis. Three times a year pupil views, teacher views and data is gathered to consider the impact of the interventions and future support that may be needed. Pupil progress is further scrutinized at pupil progress meetings at least 3 times a year. Progress of these pupils is compared to progress of all pupils.

Money is used to benefit all pupil premium children and supports higher as well as lower attaining children by extending provision on offer.

We constantly revise our assessment and monitoring systems to support improvement in the quality of teaching and interventions in order to maximise impact.

What is the impact of pupil premium spending in 2017-18?

No. of eligible pupils: 59 (Sept 2017)

Amount per Pupil: £1320

LAC - £1900 per child

September 2017- August 2018-we estimated on receiving £84,480 based on 64 pupils.

We continue in our drive for pupils to do even better by tackling any within school variance, developing the roles of middle leaders and looking for ways to increase learning time. We have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that all our children are given equal opportunities to ensure their potential is limitless.

Tracking of progress over time for each pupil is thorough, so we can quickly identify any gaps and develop sensible strategies and interventions to promote improvement. The impact of interventions is analysed as assessment data is gathered and follow up is put in place if an interventions is not having the desired impact.

Our investments have had a positive impact on pupil outcomes as they have for the last 3 years.

RECORD OF PUPIL PREMIUM SPENDING AND IMPACT BY ITEM/PROJECT 2017/2018					
Key stage	Item/Project	Cost	Objective	Expected impact	Impact
KS1 11 pupils – July 18	<p>Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations.</p> <ul style="list-style-type: none"> • Extra support in class • Provide intervention for pupils to address underachievement • SULP • Speech & Language • Mentoring – this also includes high attainers. 	£11,517	<p>Ensure quality first teaching.</p> <p>Effective interventions providing targeted support for pupils to address underachievement.</p> <p>Small group support to extend skills in phonics, reading, writing and maths.</p> <p>1:1 weekly mentoring from class teacher</p>	<p>Increased attainment in English and Maths.</p> <p>Increased % pupils achieving phonics test score.</p> <p>Increased % pupils achieving above national expectations in Y2 SATs</p> <p>Increased confidence and appropriate social interaction.</p>	<p>KS1 outcomes relate to a small number of pupils – 7. They show good progress and attainment for maths with 86% children achieving expected or above expected outcomes. 57% in reading and 57% in maths. 3 children did not meet the expected standard.</p> <p>All children who retook the phonics test passed.</p> <p>All children come to school confidently, have good attendance – 94.8% compare to 94.2% national.</p> <p>87% disadvantaged children passed the Y1 phonics test compared to 81% of all pupils nationally in 2017)</p>
KS2 48 pupils – July 18	<p>Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations. High attainers are also mentored and challenged in their learning. Opportunities for workshops at secondary schools are encouraged.</p> <ul style="list-style-type: none"> • Extra support in class • Provide intervention for pupils to address underachievement • Mentoring <p>Year 6 – Booster groups for English and Maths Year 6 – receive weekly mentoring support for 20 minutes from a member of SLT. Year 6- SLT to teach a class for one afternoon/week whilst class teacher takes small booster groups.</p>	£48,562	<p>Ensure quality first teaching.</p> <p>Effective interventions providing targeted support for pupils to address underachievement especially with Y4 maths and Y6 r,w,&m.</p> <p>Small group support to extend skills in phonics, reading, writing and maths.</p> <p>1:1 weekly mentoring from class teacher</p> <p>Ensure inference and comprehension skills are taught. Encourage reading at home and develop resilience for tackling challenging texts.</p> <p>Development of maths and English skills through gap analysis addressing misconceptions and SATs revision.</p> <p>Development of maths and English skills through 1:1 targeted support.</p>	<p>Increased active learning. Increased attainment and progress in English and Maths. Increased confidence.</p> <p>Improved attitudes to learning.</p> <p>Increased % pupils achieving above national expectations in Y6 SATs especially reading.</p>	<p>KS2 outcomes show that attainment of our disadvantaged group (14 pupils) achieving the expected standard in R (79%), W(93%), SPAG (79%) is significantly higher than national. 57% achieved a high standard in combined against 9% nationally.</p> <p>We are still aware that the gap between our pupils and the disadvantaged pupils needs to narrow further in maths especially.</p> <p>Within KS2 progress and attainment has improved through the year. In some year groups disadvantaged are achieving in line or above compared to non-disadvantaged. There is also an increase in children working at greater depth.</p>
Whole School initiatives	<p>Family Support work- To develop support work within the role of the Families and Community Manager including the use of external agencies.</p>	£8,070	<p>Increased engagement of parents in learning. Targeted family work and support.</p> <p>Effective use of Personal Support Plans, Early Help. Focused work on improving attendance and punctuality. Mentoring and supporting pupils with emotional needs.</p>	<p>Increased attainment and progress in English and Maths. Increased confidence.</p> <p>Increased attendance and punctuality. Attendance of PP children is in line or above that of non PP children.</p> <p>Increased attendance and engagement of parents at workshops.</p>	<p>As described above in year data has strengthened through the year. Our July assessments show that attainment and progress is strong with some cohorts achieving in line or above compared to their peers. The impact of the F & C Role continues to be very encouraging with the attendance data for our most vulnerable and disadvantaged children being above national averages in all areas. Intervention in individual cases has significantly increased attendance and attainment.</p> <p>The Families and Community Manager role is helping to support a significant number of families, with over 100 children being supported effectively. (91% of children understand that they can talk to an adult in school if they have a problem –Feb 2018 pupil questionnaire. Feb 2018 parental Questionnaire - Parents overwhelmingly, 96%+ feel that communication is strong.</p>

					Parents have been made aware of the new attendance policy which provides clarity over the penalty notice pathway and the school's approach to exceptional enrichment opportunities. Project Salus projects, together with cooking clubs and gardening clubs for vulnerable or hard to reach students have been successfully run .A number of children have shown an increase in attendance and punctuality following engagement with the clubs and the 'checking in 'morning.
	Develop the skills of support staff to deliver targeted support to close learning gaps quickly		<ul style="list-style-type: none"> • Focused training • Developing specialisms • Observations/Peer support <p>Cost of cover and overtime</p>	Children's learning gaps are closed quickly as a result of effective intervention	87% (KS1) and 94% (KS2)of interventions were successful Terms5-6.
	Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations	As detailed previously	Data and provision maps reviewed six times/year to ensure appropriate intervention. Staff to know their pupil premium children and to record pupils' views. All teachers to mentor pupil premium children.	Children's gaps are closed quickly as a result of focus teaching A rise in the number of pupil premium children achieving above national expectations	Each intervention is closely evaluated and analysed 3 times a year. Our gap between disadvantaged children compared to their peers is significantly narrower in some cohorts. However, we are aware that the gap between our pupils in our school needs to narrow in all areas for expected at KS2 and greater depth at KS1.
	Supporting and continuing new initiatives for reading. Bug Club and Better Reading Support Training given to all staff on inference and comprehension.	£500	Increase the enjoyment of reading and foster a love of reading. Raise the profile of reading, increase reading skills especially for boys. Increase progress and attainment in reading and comprehension. Increase parental involvement. Increase amount of suitable reading material to match ability.	More positive attitude to reading. All staff received training on inference and comprehension. Children read regularly at home. Increased % pupils achieving above national expectations.	Children made progress on our reading interventions. 100% - KS2 100% - KS1 Reading has been a focus and a priority on our School Improvement Plan. This includes the disadvantaged. 57% KS1 met expected with 43% achieving a high standard. 79% KS2 achieved expected with 14% achieving the higher standard.
	Lexia	£660	Increase spelling and reading ability through use of phonics. Involve parents.	Increased % pupils achieving above national expectations from Y1-6. Increased independent learning using IT. Increased home involvement.	As above.
	Therapies <ul style="list-style-type: none"> • Speech and Language Therapy • Art Therapy • Bereavement Counselling 		Increase children's well-being and confidence. This in turn to enhance their learning.	Increase well-being and attendance.	All children have opened up and are able to talk about their feelings and learning. All children have made progress.
	Y4 and Y6 residential trips.	£1300	Extending experiences and building confidence. Families offered financial support if necessary.	Increased self-confidence. Greater independence Improved social skills.	All our disadvantaged attended school trips and enjoyed the experience.
	Extra curricula activities	£510	To provide extended learning opportunities	Children to enrich their learning.	Increased confidence and good learning outcomes.
	Free School Milk	£800	Children to receive a mid-	Alertness in the morning	Children focused for learning.

			morning healthy drink.	and readiness for learning.	Good learning outcomes as seen in data.
	Targeted extended school places – Breakfast Club & After School Club.	£150	Improve attendance and punctuality Improve social skills	Children have a good punctual start to the day with a healthy breakfast. Children take part in a range of enrichment activities.	Punctuality and attendance has improved. For some children this will continue to be a focus next year.
	Targeted in class support for pre and post learning from HLTAs		Improve access to the curriculum. Increase progress, attainment and active learning.	Increased self confidence Increased understanding. Increased attainment and progress	Pre and post learning if required has lifted confidence and improved progress and attainment from YR to Y6.

NB- if a group constitutes of less than 5 pupils this is not specified.

Analysis of outcomes 2017-2018

Headline Data Outcomes (2018) - Disadvantaged Pupils:

Phonics:

	Whole School(2018)	Disadvantaged School (2018)	National (2017)
Children in Year 1 who reached the expected standard	93%	75%	81.2%
Children in Year 2 who reached the expected standard in the retakes	99%	100%	61.6%

Key Stage 1 (7 Pupils)

% Achieving the Expected Standard	School (2018)	National (all) (2017)
Reading	57%	71%
Writing	57%	72%
Maths	86%	79%
Combined	57%	-
% Achieving a Greater Depth within the Expected Standard	School (2018)	National (all) (2017)
Reading	43%	28%
Writing	14%	18%
Maths	29%	23%
Combined	14%	-

Key Stage 2 (14 Pupils)

Progress from KS1 <i>(0 represents average progress for all children nationally with similar attainment levels from KS1)</i>	School (2018)	National (2018) All pupils
Reading	-2.03	0
Writing	3.22	0
Maths	-3.60	0
% Achieving the Expected Standard	School (2018)	National (2018) All pupils
Reading	79%	75%
Writing	93%	78%
Maths	57%	76%
Combined	57%	64%
SPAG	79%	78%
% Achieving a High Standard	School (2018)	National (2018) All pupils
Reading	14%	25%
Writing	43%	11%
Maths	14%	23%
Combined	14%	9%
SPAG	29%	31%

Our strategy for tackling disadvantaged during 2018-19

2018-19 Pupil Premium funding will continue to be based on the projects listed in the table as these investments have produced a positive impact on pupil outcomes.

We will utilise a range of strategies and use research and advice from the Sutton Trust EEF Toolkit to inform us of the best ways to spend money.

In addition, linked to our School Improvement Plan, there will continue to be a focus on maths and challenge. In addition reading will also be a priority.

In 2018-19, we will use a range of data to analyse impact of spending:

End of key stage data

Year 1 Phonics outcomes

EYFS data

Current data

Intervention analysis

Outcomes of observations, work scrutiny, learning walks

Stakeholder feedback

Qualitative data and pupil view

SLT monitoring to ensure there is at least good teaching

Outcomes for our disadvantaged pupils must continue so the gap between themselves and their peers narrows in all areas.

No. of eligible pupils: 55 (Sept 2018)

Amount per Pupil: £1,320

LAC - £2,300 per child

September 2018- August 2019- we estimate on receiving £79,590

Estimated spend for 2018-19 = £79,590

NB: if a group constitutes of less than 5 pupils this is not specified.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2018/2019

Key stage	Item/Project	Cost	Objective	Expected impact
<p>EYFS/ KS1</p> <p>11 pupils – Sept 18</p>	<p>Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations.</p> <ul style="list-style-type: none"> • Extra support in class • Corrective teaching • Provide intervention for pupils to address underachievement • SULP • Speech & Language • Mentoring – this also includes high attainers. 	<p>£11,720</p>	<p>Ensure quality first teaching.</p> <p>Effective interventions providing targeted support for pupils to address underachievement.</p> <p>Small group support to extend skills in phonics, reading, writing and maths.</p> <p>1:1 weekly mentoring from class teacher</p>	<p>Increased attainment in English and Maths.</p> <p>Increased % pupils achieving phonics test score.</p> <p>Increased % pupils achieving above national expectations in Y2 SATs</p> <p>Increased confidence and appropriate social interaction.</p>
<p>KS2</p> <p>44 pupils – Sept 18</p>	<p>Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations. High attainers are also mentored and challenged in their learning. Opportunities for workshops at secondary schools are encouraged.</p> <ul style="list-style-type: none"> • Extra support in class • Corrective teaching • Provide intervention for pupils to address underachievement • Mentoring <p>Year 6 – Booster groups for English and Maths Year 6 – receive weekly mentoring support for 20 minutes from a member of SLT. Year 6- SLT to teach a class for one afternoon/week whilst class teacher takes small booster groups.</p>	<p>£48,825</p>	<p>Ensure quality first teaching.</p> <p>Effective interventions providing targeted support for pupils to address underachievement especially with Y4 maths and Y6 r,w,&m.</p> <p>Small group support to extend skills in phonics, reading, writing and maths.</p> <p>1:1 weekly mentoring from class teacher</p> <p>Ensure inference and comprehension skills are taught. Encourage reading at home and develop resilience for tackling challenging texts.</p> <p>Development of maths and English skills through gap analysis addressing misconceptions and SATs revision.</p> <p>Development of maths and English skills through 1:1 targeted support.</p>	<p>Increased active learning. Increased attainment and progress in English and Maths. Increased confidence.</p> <p>Improved attitudes to learning.</p> <p>Increased % pupils achieving above national expectations in Y6 SATs especially maths.</p>
<p>Whole School initiatives</p>	<p>Family Support work- To develop support work within the role of the Families and Community Manager including the use of external agencies.</p> <p>External services Eg: bereavement</p> <p>Boxall training Nurture groups</p>	<p>£9,735</p>	<p>Increased engagement of parents in learning. Targeted family work and support.</p> <p>Effective use of Personal Support Plans, Early Help and TAFs.</p> <p>Focused work on improving attendance and punctuality. Mentoring and supporting pupils with emotional needs. To improve attendance.</p>	<p>Increased attainment and progress in English and Maths. Increased confidence.</p> <p>Increased attendance and punctuality. Attendance of PP children is in line or above that of non PP children.</p> <p>Increased attendance and engagement of parents at workshops.</p>
	<p>Transition Project with STLS</p>		<p>To ensure pupils are secondary ready and have resilience and personal organisation skills to lessen anxiety,</p>	
	<p>Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations. Includes</p>	<p>£4,600</p>	<p>Data and provision maps reviewed six times/year to ensure appropriate intervention.</p> <p>Staff to know their pupil premium children and to</p>	<p>Children’s gaps are closed quickly as a result of focus teaching A rise in the number of pupil premium children achieving above national expectations</p>

	I:1 BRS support.		record pupils' views. All teachers to mentor pupil premium children.	
	Supporting new initiatives for reading and spelling. Continue successful initiatives such as Bug Club and Better Reading Support Books to be purchased.	£500	Increase the enjoyment of reading and foster a love of reading. Increase spelling mastery. Raise the profile of reading, increase reading skills especially for boys. Increase progress and attainment in reading, comprehension and SPAG. Increase parental involvement. Increase amount of suitable reading material to match ability.	More positive attitude to reading. Children read regularly at home. Increased % pupils achieving above national expectations in reading and SPAG.
	Lexia	£660	Increase spelling and reading ability through use of phonics. Involve parents.	Increased % pupils achieving above national expectations from Y1-6. Increased independent learning using IT. Increased home involvement.
	Y4 and Y6 residential trips.	£1,850	Extending experiences and building confidence. Families offered financial support if necessary.	Increased self-confidence. Greater independence Improved social skills.
	Free School Milk	£900	Children to receive a mid-morning healthy drink.	Alertness in the morning and readiness for learning.
	Extra curricula activities	£400	To provide extended learning opportunities	Children to enrich their learning.
	Targeted extended school places – Breakfast Club & After School Club.	£400	Improve attendance and punctuality Improve social skills	Children have a good punctual start to the day with a healthy breakfast. Children take part in a range of enrichment activities.
	Targeted in class support for pre and post learning from HLTAs	As previously detailed	Improve access to the curriculum. Increase progress, attainment and active learning.	Increased self confidence Increased understanding. Increased attainment and progress

Review of the Pupil Premium report, outcomes, impact and spending will be discussed and finalised by the Local Governor Board at the LGB meeting

Date of next review: September 2019

September 2018