

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Loose Primary School
Number of pupils in school	656
Proportion (%) of pupil premium eligible pupils	9.14 (60 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Holman
Pupil premium lead	Jessica Burman
Governor / Trustee lead	Katherine Atkinson/Berenice Pretlove

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,272.50
Recovery premium funding allocation this academic year	£14,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,272.50 (estimate)</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### School Context

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achieving.

Our ultimate objective for our disadvantaged pupils is for them to achieve at least the expected standard in line with their peers who are not classed as disadvantaged or vulnerable. We use research from the EEF to plan expenditure based on the usefulness and effectiveness of various strategies. There are common barriers to learning for our disadvantaged pupils which include support at home, language development, confidence and attendance issues, as well as behavioural problems. We therefore plan expenditure to combat these common barriers we see in school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Currently, we have a low number of disadvantaged students in schools so our plan focuses around offering bespoke tutoring for these students to enable them to be successful. As well as pupils that are in receipt of Pupil Premium, we understand that there are a number of children that do not meet the criteria but are vulnerable and we have to ensure that our funding allocation is also used to support these children as well as children in receipt of pupil premium.

As mentioned briefly above, our pupil premium strategy works towards achieving this by offering direct support to disadvantaged children. This support is offered through the employment of teachers who have no class responsibility, but whose responsibility it is to work with targeted children on a small group, or sometimes a 1:1 to basis.

The other strand to our pupil premium plan is to ensure that our disadvantaged children are supported with their health and wellbeing, which is immensely important for them to be successful when accessing the curriculum. To tackle this barrier, we have strong nurture provision within school to support our vulnerable children. Our FLO, Nurture leader, and Pupil Premium Champion work incredibly well liaising directly with our vulnerable families to ensure they feel supported.

Some of the provision we provide includes (but is not be limited to):

- Additional staff employed to work directly with vulnerable children, including those with an EHCP or social worker.

- Monetary support provided for school trips and residential trips.
- We work hard to ensure that we use the funding to provide an outstanding extra-curricular offer that ensures good development of our vulnerable children’s cultural capital. We do this by providing high quality music lessons to expose our disadvantaged children to high quality provision. In addition, we provide high quality sports coaches to ensure physical development is prioritised.
- Offer nurture support for disadvantaged children, both before school and during school hours.
- Provide breakfast club for disadvantaged pupils to ease transition from home to school and allow children to be in a positive mind-set when approaching learning.
- Investment in resources to improve the quality of teaching and learning.

### Attendance focus

Academic year 2020 - 2021

PP 93.6%

Non PP 96.8%

Academic year 2021 - 2022 (as of 21/09/2021)

PP 93.5%

Non PP 96.3%

Academic year 2022 – 2023 (as of 15/9/2022)

PP: 92%

Non PP: 97.7%

Attendance remains a driving focus behind our pupil premium plan based on the current data. Our disadvantaged children still have a lower percentage attendance than our non-disadvantaged and to improve the outcomes for our disadvantaged pupils, this needs to remain a focus.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by Covid-19 school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and reading.</p>

2	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is in part due to the lack of enrichment activities during Covid-19 and school closures but also due to the cost of living crisis and families not having the capital to provide their children with enrichment activities as they may have been able to previously.
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.
4	Underachievement of pupils in key academic areas, most notably in phonic development.

## 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
High levels of attendance for disadvantaged pupils.	The overall attendance rate for disadvantaged pupils being 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
Progress in Reading.	Achieve at/above national averages in KS2 Reading.
Progress in Writing	Achieve at/above national averages in KS2 writing.
Progress in Mathematics	Achieve at/above national averages KS2 Maths.
Improved well-being for disadvantaged groups.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved attendance for extra-curricular clubs and school trips.	School club places offered to PP children first and attendance recorded and monitored by PE Lead to secure improved % attendance. Educational school visits subsidised for PP children – attendance recorded and monitored by class teachers to secure improved attendance of visits for PP Group – monitored by CL, Trips and Admin Officer.

## 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, retention, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ additional teacher (1 day a week) to provide 1:1 tuition for disadvantaged pupils with assessed needs, including but not limited to, high/very high risk of dyslexia or poor language. (£10,000)</p>	<p>The number one recommended strategy in the EEF tiered approach is to improve the general quality of teaching within the school. As well as this, the EEF place a +4 progress measure on small group tuition. This is defined by the EEF as one teacher working with two to five pupils in a small focused group. Our employment of an additional teacher, one day a week, to work across the school supporting vulnerable children supports this. It ensures that we have highly trained and skilled teachers who are successfully trained in addressing gaps and improving provision.</p>	<p>1,4</p>
<p>Employ nurture staff to support children in small group sessions. Employ dedicated family liaison officer to enable strong relationships to be built between home and school. Employ Inclusion leader, who works as a Pupil Premium Champion to ensure equal opportunities for all. (£60,500)</p>	<p>So far, 8 of our disadvantaged and vulnerable pupils are using our nurture facility to get support across a range of different needs. Numbers are already increasing as teachers and support staff identify more need. Last year, 36 children used this support across the course of the academic year. This support allowed the children to overcome school anxiety, manage behaviour and improve school engagement. Our family liaison office works closely tracking attendance for all pupil groups and working directly with parents to ensure good attendance. Good attendance at school is paramount to enable our disadvantaged children to make progress in line with their peers.</p>	<p>1,3</p>

<p>An investment in book allocation (banded in KS2 and matching phonic sounds in KS1 and EYFS) to ensure that all readers have good quality books to aid progress in reading. An investment also in class book corners to ensure that all children have access to high-quality texts that have been selected by teachers, following school professional development from our English leader.</p> <p>(£6,080)</p>	<p>One of the greatest challenges our disadvantaged pupils face in comparison to their peers is within reading. A lack of exposure to vocabulary means reading can be a struggle for these disadvantaged pupils. This is why we have invested in high quality books and resources to be used in school to help close this gap. We have also invested in some comic style engaging texts for reluctant readers higher up the school.</p>	<p>1, 4.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide nurture breakfast for children. Provide additional resources for nurture provision. Provide Breakfast Club/After School Club facility for disadvantaged pupils in need of places.</p> <p>(£12,000 estimated spend)</p>	<p>Our nurture breakfast provides children with the stable start to the school day which allows them to engage with their learning. It also ensures that they are in school on time, which supports their attendance.</p>	<p>2, 3</p>
<p>Money is used to subsidise and ensure disadvantaged children have access to residential trips, and can access after school extra-curricular clubs.</p> <p>(£6000 estimated spend)</p>	<p>We recognise that school trips and residential trips provide the cultural capital that many of our disadvantaged pupils need in their lives. Life experiences for our disadvantaged pupils are sometimes limited and therefore we ensure that we use the funding to allow attendance for all pupil premium children at all events if support is needed.</p>	<p>2, 3</p>
<p>Money is used to purchase essential items for our pupil premium children, where families cannot afford it. E.g – water</p>	<p>We recognise that children need to feel part of a community, and how important this is to their success at school. Where we need to purchase additional items for children, this is</p>	<p>2</p>

<p>bottles, pencil cases, school uniform. <i>£800 estimated spend</i></p> <p>Money is used to ensure the social and emotional wellbeing of our PP families is supported, through adult education courses, both bought in through charities and delivered by our own specialist staff. <i>£1000 estimated spend</i></p>	<p>done in a subtle way so as to not make them feel different.</p> <p>The EEF state that the key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment. We recognise that schools and families need to be on 'the same page' to really help make a difference for our children.</p>	<p>2</p>
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**Total budgeted cost: £ 94,580** (£3,162.50 left unbudgeted to spend throughout the year)

## 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 2020 to 2021 academic year.

Our approach for the 2020-21 academic year was focused in two different ways. The first focus was around improving our nurture provision and well-being support for children here at Loose Primary. This focus has had excellent outcomes and we've seen large amounts of children supported brilliantly through our nurture provision. The Breakfast Club that we supported via PP funding has shown excellent levels of engagement and has allowed children who need it the 'soft start' to school that enables them to access learning in the classroom. Our FLO has worked brilliantly to identify families who need additional support and provide this in a personalised way to allow attendance to be improved and support to be put in place.

The second focus was on raising academic achievement of our pupil premium children by providing mentoring and additional classroom support. For reading and maths, we saw our PP children achieving at a good level across the school, with those eligible for testing achieving well. 61% of our PP children across the school are currently at expected levels or above in Reading and for Maths, 63% of them are on track or above. However, we do see lower levels in writing, with only 45% of PP children on track or above, so this will need to remain a focus for 22/23 academic year. We have some children within our PP group who are also on the SEN register and this is another reason why we can often see a gap between our PP group and other groups within school. Our progress measures for PP pupils is positive, which shows that year on year support with provision enables the gap to be narrowed. In reading, between 20-21 and 21-22, we had a +0.1 progress measure for reading, a 0 progress measure for maths and -0.2 progress measure for writing so this supports our decision that writing will need to remain a focused for PP children.