



**Loose**  
Primary School

**Pupil Premium at Loose  
Primary 2019-20  
(Reviewed)**

**September 2019**

**Review – September 2020**

# Pupil Premium at Loose Primary School 2019-20

## 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 for 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 2019) 10% 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 teacher or 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.
- Recognising that social and emotional needs impact academic progress
- 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 are gathered to consider the impact of the interventions and future support that may be needed. Pupil progress is further scrutinised 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 2019-20?

No. of eligible pupils: 63 (Sept 2019)

Amount per Pupil: £1320

LAC & PLAC - £2300 per child

September 2019- August 2020- we received £102,311

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 GRANT SPENDING BY ITEM/PROJECT 2019/2020**

| Item/Project   | Cost    | Objective  | Expected impact   | Impact  |
|--|---------|--|---|---|
| Speech and Language support<br>Mentoring 1:1<br>Confident Child, Confident Parent<br>Uniform support<br>Texts<br>Parent workshop   | £5,700  | The needs of PP with SEND pupils are met within the classroom and these pupils make good progress with a particular focus on YR and language.,<br>Parent workshops and coffee mornings to help them to understand expectations and how to support their child at home. This includes workshops with specialists.   | Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas. Improvement in behaviour when given the opportunities to attend activities. Evidence shows an increase in positive dispositions. Pupils will engage and be motivated in their new ways of learning. Accurate identification of need and targets intervention/support. Rigorous monitoring of the provision and progress made by these pupils. Early intervention indicates that PP pupils receive the appropriate support required. | In the short time of receiving S&LT we saw the confidence of the children grow.<br>In KS1 100% met their targets from their S&L interventions.<br>Intervention was appropriate. Engagement increased along with their progress.   |
| 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. <ul style="list-style-type: none"> <li>• Extra support in class</li> <li>• Corrective teaching</li> <li>• Provide intervention for pupils to address underachievement</li> <li>• SULP</li> <li>• Speech &amp; Language</li> <li>• Mentoring – this also includes high attainers.</li> </ul>   | £18700  | Ensure quality first teaching.<br><br>Effective interventions providing specific, targeted support for pupils to address underachievement.<br><br>Small group support to extend skills in phonics, reading, writing and maths.<br><br>1:1 weekly mentoring from class teacher  | Increased attainment in English and Maths.<br><br>Increased % pupils achieving phonics test score.<br><br>Increased % pupils achieving above national expectations in Y2 SATs<br><br>Increased confidence and appropriate social interaction.   | KS1 outcomes were predicted to be R63%, W45%, M64%<br><br>All disadvantaged children who retook the phonics test in Y2 were predicted to pass.<br><br>All children come to school confidently, have good attendance – 94.7% compare to 94.2% national. It was predicted that 50% disadvantaged children passed the Y1 phonics test  |
| 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. <ul style="list-style-type: none"> <li>• Extra support in class</li> <li>• Corrective teaching</li> <li>• Provide intervention for pupils to address underachievement</li> <li>• Mentoring</li> </ul> Year 6 – Booster groups for English and Maths<br>Year 6 – receive weekly mentoring support for 20 minutes from a member of SLT.<br>Year 6- SLT to teach a class for one afternoon/week whilst class teacher takes small booster groups. | £49,000 | Ensure quality first teaching.<br><br>Effective interventions providing targeted support for pupils to address underachievement especially with Y4 maths and Y6 R,W,&M.<br><br>Small group support to extend skills in phonics, reading, writing and maths.<br><br>1:1 weekly mentoring from class teacher<br><br>Ensure inference and comprehension skills are taught. Encourage reading at home and develop resilience for tackling challenging texts.<br><br>Development of maths and English skills through gap analysis addressing misconceptions and SATs revision.<br><br>Development of maths and English skills through 1:1 targeted support. | Increased active learning.<br>Increased attainment and progress in English and Maths.<br>Increased confidence.<br><br>Improved attitudes to learning.<br><br>Increased % pupils achieving above national expectations in Y6 SATs especially maths.  | KS2 outcomes were predicted to show that attainment of our disadvantaged group (12 pupils) achieving the expected standard in R (79%), W(79%), Ma ( 79%) Combined ( 79%)<br><br>Prior to COVID Within KS2, progress and attainment has improved particularly in the number of children reading at greater depth. In some year groups disadvantaged are achieving in line or above compared to non-disadvantaged. However, we acknowledge that each year group has its own priorities for disadvantaged and teachers are expected to detail support and impact on provision plans. We are prepared for analysing gaps in September 20 for those who have not attended school. Attendance for our PP children during lockdown was % |
| Family Support work- To develop support work within the role of the  | £20,863 | Increased engagement of parents in learning.<br>Targeted family work and support.  | Increased attainment and progress in English and Maths.   | The impact of the F & C Role continues to be vital in ensuring the attendance data  |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>Families and Community Manager including the use of external agencies.</p> <p>External services<br/>Eg: bereavement</p> <p>Boxall training<br/>Nurture groups</p> |  | <p>Effective use of Personal Support Plans, Early Help and TAFs.<br/>Focused work on improving attendance and punctuality.<br/>Mentoring and supporting pupils with emotional needs.<br/>To improve attendance.</p> | <p>Increased confidence.</p> <p>Increased attendance and punctuality.<br/>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>for our most vulnerable and disadvantaged children are above national averages, This showed improvement and was at 94.7% in March, providing our children with the best opportunities to learn.</p> <p>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 presently 125 children being supported effectively. (92% of children understand that they can talk to an adult in school if they have a problem –Feb 2020 pupil questionnaire Feb 2020 parental questionnaire - Parents overwhelmingly, 95% feel that their child is happy. 95% felt their child was well looked after and 92% felt their child made good progress.</p> <p>Parents are made aware of the Attendance Policy which provides clarity over the penalty notice pathway and the school's approach to exceptional enrichment opportunities.</p> <p>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.</p> <p>We began a nurture provision – a breakfast group/ nurture intervention led by a specialised teacher the aim to</p> <p>To follow and demonstrate the Six Principles of Nurture:</p> <ol style="list-style-type: none"> <li>1. Children's learning is understood developmentally</li> <li>2. The classroom offers a safe base</li> <li>3. The importance of nurture for the development of wellbeing</li> <li>4. Language is a vital means of communication</li> <li>5. All behaviour is communication</li> <li>6. The importance of transition in children's lives</li> </ol> <p>Children were much calmer and ready for learning in class.</p> <p>Staff were given training and tips to use with each child in the classroom.</p> <p>Teachers, parents engaged and positive comments given eg: ' she loved attending and was beginning to understand how to control her emotions'.</p> <p>The signs of success from the pilot led to successfully</p> |
|--|--|---|--|--|

|  |      |  |  |  |
|--|------|--|--|--|
|  |      |  |  | appointing a lead TA for September.<br>More support given during COVID through this role.<br>Phone calls and support given   |
| Increase the number of leadership roles for disadvantaged children.  | £0   | PP pupils are well represented in various pupil leadership opportunities across the school   | Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking. Sense of self-worth and limitless potential.   | Teachers are more conscious of ensuring roles for PP. Public speaking in assemblies and positions of responsibility have seen a growth in confidence.  |
| The profile of reading is raised in KS1 and KS2 and children are experiencing a wider range of high quality texts. Provision of additional reading books targeted at children who receive pupil premium. | £380 | Ensure PP pupils are reading well and enjoy books. When pupils are reading at home that this will support them.<br>Increase the enjoyment of reading and foster a love of reading.<br>Increase spelling mastery.<br><br>Raise the profile of reading, increase reading skills especially for boys.<br>Increase progress and attainment in reading, comprehension and SPAG.<br><br>Increase parental involvement.<br><br>Increase amount of suitable reading material to match ability. | Narrow the gap between PP pupils and all pupils.<br>Increase in progress.<br>More positive attitude to reading.<br>Children read regularly at home.<br>Increased % pupils achieving above national expectations in reading and SPAG. | Reading leaders were mainly PP children. They felt proud as their engagement increased. Reporting back to their classes was a positive experience. Great texts were available and having ownership of these books promoted a love of reading. Their confidence grew as did their leadership skills. Assemblies were led by them. |
| Improvement in handwriting and staff understanding research of Warwick Uni and Sutton Trust  | £0   | Staff training on impact of consistent modelling of the cursive script. Learning environments consistently model high quality cursive script across the school.<br>Regular learning walks of all classrooms to ensure that T&L is high quality and children are challenged. Feedback is prompt and next steps/support given.<br>Raising the profile of writing through high quality PDM's.   | Children see the worth of their work being valued<br>.Everyone is seen as capable as each other.<br>All pupils see themselves as good as anyone else.<br>Pupil voice to be measured.   | PDM was led by our T&L lead. Handwriting has been a focus. New H/W books impacted on children's presentation. Progress was monitored by SLT and progression seen in other books and in classes.  |
| Anxiety Workshop/CPD for staff   | £425 | Staff understand types and causes of anxiety. And how this can impact on learning and progress.  | PP pupils have high aspirations and self-confidence  | Development day in January gave staff practical ideas and tools to address anxiety with children. Further online training with Pooky Knight-Smith was carried out during Lockdown.   |
| Transition Project with STLS   |      | To ensure pupils are secondary ready and have resilience and personal organisation skills to lessen anxiety,   | Successful exit surveys.   | Transition was hugely affected with COVID. Despite this weekly tips were emailed out and put on Twitter. Transition afternoons were organised for Y6 to learn more about their new school and ask questions. The Arriva app showed children about bus times. TEAMs meetings arranged with some secondary schools.                |
| Targeted Support –   |      | Data and provision maps  | Children's gaps are closed   | In T1&2  |

|   |                        |  |  |   |
|---|------------------------|--|--|---|
| 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 1:1 BRS support. | £4,600                 | reviewed three times/year to ensure appropriate intervention.<br><br>Staff to know their pupil premium children and to record pupils' views.<br><br>All teachers to mentor pupil premium children. | quickly as a result of focus teaching<br>A rise in the number of pupil premium children achieving above national expectations            | KS1 interventions – 100% success rate. All met their BRS target.<br>KS2 90% met their intervention target.  |
| Calming box in each class   | £400                   | Pupils self soothe, reflect and regulate their emotions when they are feeling sad, cross, angry, anxious etc. before re-joining the class as a whole or reengaging in learning.                    | PP pupils are tracked on behaviour analysis and learning walks and have seemed more engaged. Fewer reflections recorded.                 | These have been purchased prior to lockdown – we wait for impact to be seen when used.  |
| 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. | T1&2<br>KS1 – 81% met their target<br>KS2 – 96% met their target.<br>During lockdown children could easily access Lexia   |
| Nurture Breakfast   | £293                   | Breakfast, staff, resources PP pupils are focused, engaged and ready for their learning.   | Increase % in attendance and lateness. Evidence indicates that pupils who have eaten will be able to concentrate in their learning.      | A morning nurture group successfully began for specific children with anxiety issues. TAs leading the group successfully calmed the children ready for learning.  |
| Y4 and Y6 residential trips and all trips.  | £2,200                 | Extending experiences and building confidence.<br><br>Families offered financial support if necessary.   | Increased self-confidence. Greater independence Improved social skills.  | Sadly these were cancelled due to lockdown.   |
| Free School Milk  | £490                   | Children to receive a mid-morning healthy drink.   | Alertness in the morning and readiness for learning.   | Healthy drink and snack provided sustenance and readiness for learning.   |
| Extra curricula activities  | £400                   | To provide extended learning opportunities   | Children to enrich their learning.   | The cooking club held with CDC taught essential cooking skills and children hosted a tea afternoon for parents. Increased confidence and good learning outcomes. Individual cases are discussed and reviewed. |
| Targeted extended school places – Breakfast Club & After School Club.   | £400                   | Improve attendance and punctuality<br>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.         | Children more focused for learning. Good learning outcomes as seen in data. Punctuality and attendance has improved. For specific children this will continue to be a focus next year.                        |
| Targeted in class support for pre and post learning from HLTAs  | As previously detailed | Improve access to the curriculum.<br>Increase progress, attainment and active learning.  | Increased self confidence<br>Increased understanding.<br>Increased attainment and progress   | Pre and post learning and corrective teaching, if required, has lifted confidence and improved progress and attainment as seen when leaders monitoring books.   |
| To support specific needs eg: Dandelion, therapy  |                        | Ensure disadvantaged, adopted, LAC receives support and therapy as when needed.  | Ensure inclusion and well-being so progress can be made.   | VSK supported PLAC families and provided training for staff.  |

## Analysis of outcomes 2018-2019

### Headline Data Predicted Outcomes (2019) - Disadvantaged Pupils:

#### Phonics:

|   | Whole School(2019) | Disadvantaged School (2019) | National (all) (2019) |
|---|--------------------|-----------------------------|-----------------------|
| Children in Year 1 who reached the expected standard                | 93%                | 100<br>(10/10)              | 81.9%                 |
| Children in Year 2 who reached the expected standard in the retakes | 83%                | 100<br>(1/1)                | 56%                   |

#### Key Stage 1 (7 Pupils)

| <b>% Achieving the Expected Standard</b>                        | <b>School (2019)</b> | <b>National (all) (2019)</b> |
|---|----------------------|------------------------------|
| Reading   | 57%                  | 75%                          |
| Writing   | 57%                  | 69%                          |
| Maths   | 57%                  | 76%                          |
| Combined  | 43%                  | -                            |
| <b>% Achieving a Greater Depth within the Expected Standard</b> | <b>School (2019)</b> | <b>National (all) (2019)</b> |
| Reading   | 14%                  | 25%                          |
| Writing   | 0%                   | 15%                          |
| Maths   | 0%                   | 22%                          |
| Combined  | 0%                   | -                            |

#### Key Stage 2 (12 Pupils)

| <b>Progress from KS1</b><br><i>(0 represents average progress for all children nationally with similar attainment levels from KS1)</i> | <b>School (2019)</b> | <b>National (2019) All pupils</b> |
|--|----------------------|-----------------------------------|
| Reading  | -1.0                 | 0                                 |
| Writing  | 0.6                  | 0                                 |
| Maths  | -0.2                 | 0                                 |
| <b>% Achieving the Expected Standard</b>   | <b>School (2019)</b> | <b>National (2019) All pupils</b> |
| Reading  | 75%                  | 73%                               |
| Writing  | 83%                  | 78%                               |
| Maths  | 67%                  | 79%                               |
| Combined   | 50%                  | 65%                               |
| SPAG   | 75%                  | 78%                               |
| <b>% Achieving a High Standard</b>   | <b>School (2019)</b> | <b>National (2019) All pupils</b> |
| Reading  | 0%                   | 27%                               |
| Writing  | 25%                  | 20%                               |
| Maths  | 0%                   | 27%                               |
| Combined   | 14%                  | 10%                               |
| SPAG   | 29%                  | 36%                               |

### **Our strategy for tackling disadvantaged during 2019-20**

2019-20 Pupil Premium funding will continued to be based on the projects listed in the table as these investments have produced a positive impact on pupil outcomes.

We utilised 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 continued to be a focus on maths and challenge. In addition reading was also a priority.



**In 2019-20, we used 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: 63 (Sept 2019)

Amount per Pupil: £1,320

LAC & PLAC - £2,300 per child

September 2019- August 2020- we estimated on receiving £97,940

**Estimated spend for 2019-20 = £97,940**

*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 2021**

September 2020