

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Loose Primary School
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	10.56 (69 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2020/2021
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Holman
Pupil premium lead	Sean Johnson
Governor / Trustee lead	Katherine Atkinson/Berenice Pretlove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,570
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109,140 (estimate)

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

As mentioned briefly above, our pupil premium strategy works towards achieving this by offering time for targeted children to offer direct support to disadvantaged children. This support is offered by releasing class teachers to work with these children on 1:1 to basis.

The other strand to our pupil premium plan is to ensure that our disadvantaged children are supporting 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 works incredibly well liaising directly with our vulnerable families to ensure they feel supported.

Some of the provision we provide include but would not be limited to the list below:

- 1:1 mentoring time with class teacher.
- 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.
- 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

20/21

PP 93.6%

Non PP 96.8%

21/22 (as of 21/09/21)

PP 93.5%

Non PP 96.3%

System shows 70 children in that cohort

Attendance needs to remain 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 have been impacted by partial 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.</p>
2	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack</p>

	of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.
4	Underachievement of pupils in key academic areas including phonetically development and within maths.

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 absence 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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £53,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring for disadvantaged pupils provided by employment of specialised music and sports coaches to allow teachers tutoring time.</p> <p>80% of Sports Coach salary and 70% of Music Teacher salary (£50,690)</p> <p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Investment in banded book allocation for KS2 to ensure that low attaining readers have good quality</p>	<p>The number one recommended strategy in the EEF tiered approach is to improve the general quality of teaching within the school and our investment in specialist teachers does this immensely. At trust and school level we are providing excellent professional development opportunities to ensure the highest quality of teaching and learning. This ensures we have highly trained and skilled teachers who are successfully trained in addressing gaps and improving provision. Being able to have high quality music and PE sessions means our children are receiving outstanding provision across the curriculum. It also works brilliantly by allowing teachers additional time (above their own PPA allocation) to offer bespoke tutoring designed to meet the academic needs of our disadvantaged children.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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 specialist teachers to take the classes for curriculum lessons allows our teachers to offer this.</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</p>	<p>1,4</p> <p>1, 4.</p>

books to aid progress in reading. (£3,080)	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide nurture breakfast for children. Provide additional resources for nurture provision. Provide Breakfast Club facility for disadvantaged pupils in need of places. (£3400 estimated spend)	Our nurture breakfast provides children with the stable start to the school day which allows them to engage with their learning.	2 and 3
Employ nurture staff to support children in small group sessions. Employed dedicated family liaison officer to enable strong relationships to be built between home and school. (£40,500) Nurture assistant TA (CH – 100% additional nurture role)	36 of our disadvantaged and vulnerable pupils used our nurture facility last year to get support across a range of different needs. 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.	2 and 3
Money is used to subsidise and ensure disadvantaged children have access to residential trips. (£2000 estimated spend)	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 ensure we use the funding to allow attendance for all pupil premium	2

	children at all events if support is needed.	
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Total budgeted cost: £ 99,670 (£9,470 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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, there was over a 3% difference between the attendance of our disadvantaged groups compared to their non-disadvantaged peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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