

### Loose Primary School Pupil Premium Report 2023-2024

National Performance data shows that disadvantaged children are half as likely to achieve five A\* to C GCSEs including English and Maths as their peers. Pupil Premium funding is allocated to help support children who are known to be eligible for Free School Meals (or have been at any time over the last 6 years, referred to as Ever 6), children who have been looked after and children of service families.

In line with our school vision of 'Limitless Potential', the Governors and staff at Loose Primary School are ambitious in their drive to utilise the funding we receive to increase capacity to meet the needs of all pupils including those from disadvantaged backgrounds.

Detail	Data
School name	Loose Primary School
Number of pupils in school	661
Proportion (%) of pupil premium eligible pupils	(8.4%) 56/661
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	T North ( Headteacher) John Edgar ( LPS chair GB)
Pupil Premium Lead	T North
Governor / Trustee Lead	John Edgar
Funding Detail.	Amount
Pupil Premium funding allocation this academic year	98,098
Recovery premium funding allocation this academic year	<b>£8.8k</b>
Pupil Premium funding carried forward from previous years	£15k
Total income.	£121,898

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p><b>N/A as trust does not pool funding.</b></p>
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**The Pupil Premium grant is allocated with the following principles in mind.**

- We ensure that teaching and learning opportunities meet the needs of all of our pupils, all of the time.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- All our work funded through the Pupil Premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum and beyond the classroom where this is deemed appropriate.
- Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

### Pupil Premium Impact Statement for 2023-2024

Intended outcome	Success criteria	Impact October 2023
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%.	PP attendance remains lower than non PPG pupils by an average of 2.5% across the school.
Progress in Reading, Writing and Mathematics.	Meet national benchmarks in all subjects and combined scores.	PPG pupils did not attain as well as their non PPG peers. This is reflecting the national picture. Progress was significantly lower in Reading, Maths and Writing than with non PPG pupils.
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,</li> </ul>	The Nurture Breakfast Club that we supported via PP funding has shown excellent levels of engagement and has allowed children who need the 'soft start' to school that enables them to access learning in the classroom. Parents have been vocal about how much they value this service and the impact it has had on their child's wellbeing and engagement levels with school.
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	All school trips are subsidised using the PP budgets to make sure all children are able to attend. This extends to the residential trip having a specific PP/FSM amount to be paid which is 50% of the overall amount.  All extracurricular sports clubs are free to attend which enables all students to share in the opportunity. When there are events outside of school which link in with sports PP/FSM children are invited as priority and have access to the different clubs.  Class day trips are covered using the PP fund when a child is attending and parents cannot pay, this means the child will always have a place to attend the trip.
Total expenditure		

### **Whole School Priorities**

- To raise attainment in Maths and Reading so that the disadvantaged children continue to close the gap with their peers in achieving national benchmarks by the end of KS2 in Reading, Writing, Mathematics and GPS.
- To increase the number of pupils with a SEND who are PP achieving the expectations by the end of KS2
- To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across Reading, Writing, Mathematics, (Reading and Mathematics in KS1 and Writing and Mathematics in KS2).
- To ensure that the attendance of pupils in receipt of PPG is above 95%, with a further reduction in the % persistently absent/late
- To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to resources they need.
- To have access to enriching opportunities that will further develop their cultural capital.

### **Challenges Faced by the School in our Mission to Diminish the Gap.**

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths as a result of a combination of Covid, SEND and impact of disadvantage.
2	Attendance and Punctuality gap between disadvantaged groups and their peers is persistently above 2.5%
3	Capacity to meet the mental health, curriculum and pastoral needs of the children. Current system has significant waiting lists and LPS recognises an increase in the need for emotional support for young people.

### **Main strategic goals intended for the year 2023-2024.**

Intended outcome	Success criteria
Increase attainment of disadvantaged pupils in EYFS , KS1 and KS2 in Reading, Writing and Maths.	Key disadvantages for individual children are identified and researched and proven intervention put in place. Gap of less than 10% exists between PP and non-PP pupils (where appropriate) in each Key Stage. 90% of PP pupils pass the phonic screening test in year 1 and 95% by year 2. Booster groups running from term 3 to support PP pupils in Year 2, 5 and 6.

<p>Good attendance for all disadvantaged pupils is achieved.</p>	<p>Ensure attendance of disadvantaged pupils is closing over time so that all pupils are above 95% Systems in school are staffed sufficiently to ensure a rigorous approach to attendance. Dedicated attendance team member time ensures all pupils are well tracked. Rewards and celebrations are in place to motivate attendance.</p>
<p>Increase access to high quality education including enrichment opportunities for disadvantaged pupils.</p>	<p>Music tuition is provided for PP pupils. Expert music and PE teaching is provided in the school with specialist teaching. All pupils will attend the school trips. All teaching is effective or better. All pupils make expected progress. School meets targets set. Coaching is provided for teaching staff so that pedagogy can be tailored and meet the needs of all pupils. Additional time is allocated for SENCO so that pupils with multiple vulnerabilities can be supported particularly those who are SEND and PP.</p>
<p>Improve access to mental health and pastoral support in school.</p>	<p>Project Salus team support obtained for Years 4, 5 and 6. Identified support in place for identified areas by February Pastoral support team developed so key identified pupils get support they need. CPD for all staff on good practise to support self-esteem and mental health.</p>

Increase attainment of disadvantaged pupils in EYFS , KS1 and KS2 in reading, writing and maths.			
Provision		Challenge area	Success Criteria
Provide smaller focussed group teaching in Y6 booster group teacher and include identified PP.  PP pupils receive addition reading and phonic teaching where app		1/3	Pupils achieve in line with national averages in each subject and combined. National benchmark and those PP without SEN achieved at least 85% at the expectations. Progress measures are above -1.5 in all subjects.
Educational licences for assessment and need identification, support and learning.		1/3	Pupils report all programmes to be engaging and useful Parents access AR. TT Rockstars etc. BOXAL profile fees for all pupils. All SEN children have needs identified.
HLTA deployed to support teaching and learning development and release of subject leaders to enhance CPD and provide time for instructional coaching so that teaching is excellent for all pupils.		1/3	85% of pupils passed the phonic screening test. All teaching in the school is effective or better. All CT's report having effective CPD which improves practise. PP pupils make progress targets in year.
Additional TAs appointed to support continuous provision in EYFS and Y1 to increase support for all pupils including disadvantaged pupils and provide bespoke curriculum for high profile SEN/PP pupils.		1/3	Calm and settled environment for all learners. Identified champion children engage and attend to learning. Intervention for high SEND is effective. Curriculum adaptations for SEND children identified and mapped out.
Increase pupils' access to ICT, wider curriculum and reading resources.		1	Sufficient resources available so that all pupils can engage fully with the curriculum. Use of PPG to enhance capacity for iPads in year groups – aiming for each Yr group has a class set to share.
Educational support beyond the classrooms		1/3	Significant impact on pupils who were behind in Reading. SEN pupils who are also PP receive frequent tuition in Years 2-6 Reading ages better match chronological age. Maths and Writing progress improves for this group.
Total cost: £ 83,250		PPG allocation: £23'200	

Good attendance for all disadvantaged pupils is achieved.			
Provision		Challenge area	Success Criteria
Pastoral team support and engage parents with school attendance concerns and curriculum support.		2&3	PP pupils are attending school in line with peers. Parents are supported with how to help at home and attend curriculum sessions. Pastoral barriers are removed where possible Individual disadvantages are identified.
Fortnightly attendance review for targeted PP children Attendance rewards where applicable		2	Gap closes to within 1.0% Attendance policy is applied with rigor. Increase number of PP attending Breakfast Club Attendance rewards for PPG / classes who meet attendance targets.
Flo team support PPG families.		2&3	Ensure disadvantaged pupils are fully included in school. Families report support to be effective and impacts positively on children.
<b>Total Cost: £390k</b>		<b>PPG allocation: £61,200</b>	
Increase access to high quality education including enrichment opportunities for disadvantaged pupils.			
Provision		Challenge area	Success Criteria
Music tuition for PPG pupils.		1/3	Ensure pupils in receipt of PPG are given the opportunity to receive specialist music teaching for at least one term per year. PPG pupils can access choir
Christmas pantomime booked for all pupils.		3	100% of pupils attend a Christmas pantomime and feel part of a wider school community.
All pupils attend school trips and residential visits.		3	All PP attend all school trips and opportunities.
Increased supervision for better play during LT		3	Opal Play enhances opportunities for social play, engagement and character development for all.

<b>Total cost: £112k</b>	<b>PPG allocation: £25,000</b>		
<b>Improve access to mental health and pastoral support in school.</b>			
<b>Provision</b>		<b>Challenge area</b>	<b>Success criteria</b>
Pastoral team support and engage parents with school attendance concerns and curriculum support.		2&3	PP pupils are attending school in line with peers. Parents are supported with how to help at home and attend curriculum sessions. Pastoral barriers are removed where possible Individual disadvantages are identified.
Pupil well-being is improved.		2&3	90% engagement in planned intervention. Pupils report being happier in school. Provision on the PG ensures pupils have things to look forward to engaging with.
Flo team support PPG families.		2&3	Ensure disadvantaged pupils are fully included in school. Families report support to be effective and impacts on children positively.
<b>Total Cost: £48'000</b>	<b>PPG allocation: £12,500</b>		
<b>Total expenditure £630'000</b>	<b>Total PPG: £121,000</b>		