

Loatlands Primary School – Pupil Premium Strategy Statement



Summary Information			
Academic Year	2020/21	Pupil Premium Budget	£77,880
Total Number of Pupils	361	Number of Pupil Premium Children on Roll	59

Current Attainment Information				
Total number of pupils in the year group	Number of pupils eligible for Pupil Premium in the year group		Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
EYFS				
52	8	% achieving a Good Level of Development (GLD) at the end of EYFS - July 2019	0%	66%
Year 1 Phonics				
51	8	% achieving the expected standard in Year 1 phonics screening – July 2019	75%	86%
Key Stage 1				
57	10	% achieving expected or above in Reading at the end of Key Stage 1 – July 2019	70%	85%
		% achieving expected or above in Writing at the end of Key Stage 1 – July 2019	60%	76%
		% achieving expected or above in Maths at the end of Key Stage 1 – July 2019	60%	87%
Key Stage 2				
29	5	% achieving expected or above in Reading at the end of Key Stage 2 – July 2019	60%	84%
		% achieving expected or above in Writing at the end of Key Stage 2 – July 2019	60%	76%
		% achieving expected or above in Maths at the end of Key Stage 2 – July 2019	60%	83%
		% achieving expected or above in Reading, Writing and Maths combined at the end of Key Stage 2 – July 2019	60%	75%

Please note that figures used are for A/Y 2018/29 due to the closure of all schools due to COVID 19.

Growing together on our learning journey

Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers	
A	Eligible children require extra guidance and encouragement to develop and confidently utilise skills required to work independently. For example, taking risks, persevering and bouncing back when learning has not gone as expected
B	Gaps in children's knowledge due to COVID-19 (missed learning due to national school attendance restrictions)
External Barriers	
C	Reduced opportunities to access fee paying extra-curricular activities (e.g. trips and after school clubs) means that children have decreased opportunities to develop: <ul style="list-style-type: none"> • skills and knowledge beyond the taught curriculum • social interactions and connections with their peers beyond the typical shared school experiences
D	Attendance of Pupil Premium pupils in 2018/19 was 91.5% (significantly below the national target of 95% and the school average of 95.3%)

Desired Outcomes		Success Criteria
A	An increase in independence and resilience supports progress and attainment across all curriculum areas and key stages.	<ul style="list-style-type: none"> - Eligible pupils will participate in the 20 day challenge (a bespoke intervention tailored to meet individual children's needs) to support basic skills and accelerate progress. - Eligible pupils will receive additional interventions to address independent working skills. - Eligible pupils will participate in small group Philosophy for Children (P4C) sessions to develop resilience - Pupil Premium Pupils will be specifically referred to on the school provision map to track interventions.
B	Gaps in children's knowledge across all curriculum areas and key stages will be addressed to support progress and attainment.	<ul style="list-style-type: none"> - Children will receive pre and post-teaching sessions in small groups to address missed learning. - Bespoke interventions will improve stamina in both Writing and Reading to accelerate progress in both subject areas. - Baselines completed to identify gaps in knowledge and additional interventions provided to address these. - Pupil Premium Pupils will be specifically referred to on the school provision map to track interventions.
C	Cultural Capital Gaps for eligible pupils will be addressed.	<ul style="list-style-type: none"> - Cultural Capital gaps amongst the Pupil Premium children identified so that life experiences directly linked to these gaps can be provided. - Experiences are enhanced for all children and therefore engagement is improved. - Eligible pupils will have opportunities to attend extra-curricular clubs and trips / in school enrichment activities that extend their learning. - The school will provide clubs that are relevant to pupil interests in order to increase engagement. - The use of the Pupil Premium funding will enable costs to the parent to be eliminated or kept to a minimum.
D	To increase attendance figures to be in line with national targets of 95%	<ul style="list-style-type: none"> - Termly monitoring of attendance shows an increase in pupil attendance. - The Pastoral & Attendance Manager supports parents to improve attendance and to target families earlier to ensure that barriers to attendance are reduced. - Breakfast Club is offered to all children. - Attendance Policy is followed and parents are aware of the consequences of poor attendance.

Planned Expenditure						
Academic Year: 2020/21						
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation ?	Cost
A/B	<p>Level 2 Teaching Assistants (TA 's) deployed across the school to provide targeted interventions for disadvantaged pupils through:</p> <ul style="list-style-type: none"> • Carrying out a baseline to assess the impact of lost learning time in both academic subjects and from a pastoral perspective. • Development of the school provision map to identify and monitor the impact of interventions • Catch-Up sessions to support gaps in learning. • 20 Day Challenge (a bespoke intervention tailored for each pupil's needs) for all Pupil Premium pupils to support the development of basic skills • Review of current intervention programmes to be conducted and research into newer, more up to date ones conducted. • Weekly pre-teach and post-teach sessions 	<p>Education Endowment Foundation (EEF) research demonstrates that small group interventions have the biggest impact and are cost effective.</p>	<ul style="list-style-type: none"> • Focus of termly Assistant Headteacher (AHT) monitoring • Termly moderation of books by Assistant Headteacher (AHT) • T&L observations by Assistant Headteacher (AHT) to be focused on differentiation and challenge for Pupil Premium children • Termly Raising Attainment and Progress (RAP) meetings identify progress of Pupil Premium children and next steps. • Assistant Headteacher (AHT) to monitor interventions and their effectiveness via provision map. 	AHT	Termly	<p>£30,044</p> <p>£14,780 <i>(Level 2 Teaching Assistants deployed across the school)</i></p> <p>£2,620 <i>(Level 2 Teaching Assistant identified to work with Pupil Premium pupils specifically for 1st part of Autumn Term)</i></p> <p>£4,784 <i>(Level 2 Teaching Assistant identified to work with Pupil Premium pupils specifically afternoon sessions)</i></p> <p>£7,860 <i>(Level 2 Teaching Assistant identified to work with Pupil Premium pupils specifically for 2nd half of the academic year)</i></p>

Loatlands Primary School – Pupil Premium Strategy Statement

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?	Cost
C	Assistant Headteacher (AHT) (small group projects with Pupil Premium pupils to develop skills for life based on real life experiences. Dedicated leadership time to work on projects)	<p>Education Endowment Foundation (EEF) research demonstrates that small group interventions have the biggest impact and are cost effective.</p> <p>Assistant Headteacher (AHT) has expertise in Special Educational Needs (SEN) (and is the school's SENCO) and is therefore able to support pupils with multiple vulnerabilities</p>	<ul style="list-style-type: none"> - Termly reports from Assistant Headteacher (AHT) to the rest of Senior Leadership Team and the governing body including the impact on attainment and progress data. - Sessions to be recorded on the whole school provision map in order to ensure that impact can be measured. 	PP Lead / AHT (SRo)	Termly	£10,800
C	Virtual Voucher (£100 for KS1 pupils and £200 for KS2 pupils)	This approach provides greater choice for parents on how to spend part of the Pupil Premium entitlement on visits, clubs and uniform. Children in Key Stage 2 receive a greater amount to support their attendance on residential visits provided by the school in Year 4 and Year 6.	<ul style="list-style-type: none"> - Pupil Premium Lead will monitor attendance at trips / events. - Pupil Premium Lead will monitor spending of Virtual Vouchers through dedicated spreadsheet 	PP Lead (SRo) / SBM (GSe)	Termly monitoring of attendance and spreadsheets	£12,000

Loatlands Primary School – Pupil Premium Strategy Statement



Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?	Cost
C	<p>Real life experiences and projects</p> <ul style="list-style-type: none"> - Cultural Capital gaps amongst the Pupil Premium children identified so that life experiences directly linked to these gaps can be provided. - Experiences are enhanced for all children and therefore engagement is improved. - Eligible pupils will have opportunities to attend extra-curricular clubs and trips that extend their learning. - The school will provide clubs that are relevant to pupil interests in order to increase engagement. - The use of the Pupil Premium funding will enable costs to the parent to be eliminated or kept to a minimum. 	<p>Providing opportunities to pupils that they may otherwise have missed due to being disadvantaged will enable them to access the curriculum more confidently as they have the same prior experiences as other pupils.</p>	<ul style="list-style-type: none"> - Pupil Premium Lead to identify gaps and work with teachers to plan experiences for year groups that will support Pupil Premium children to access the curriculum with the same confidence as their peers e.g. if a child in Year 2 has never visited the seaside, a trip for all children to Hunstanton might be planned prior to the children learning about holidays and subsidised using this money. - Pupil Premium Lead to use Pupil Voice to further understand engagement levels - Pupil Premium Lead to monitor attendance at clubs and work with PE Lead and others to ensure that clubs are provided that are of interest to eligible pupils. 	PP Lead (SRo)	Termly	£5936

Loatlands Primary School – Pupil Premium Strategy Statement

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	- How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?	Cost
D	Breakfast Club Provision for eligible children in order to improve attendance and ensure that they are ready to begin the school day.	<p>Attendance of Pupil Premium pupils in 2018/19 (last full year prior to pandemic) was 95.1% compared to 95.3% across the whole school.</p> <p>Eligible pupils were absent or late far more than their non-disadvantaged peers.</p> <p>Children often arrived at school having not eaten breakfast.</p>	<ul style="list-style-type: none"> - Pastoral & Attendance Manager to monitor attendance termly - Pupil Premium Lead to complete termly pupil voice - Pupils attending to be tracked on whole school provision map to monitor impact. 	Pastoral & Attendance Manager (HHa)	Termly	£3800
D	Increased hours for the established Pastoral & Attendance Manager	Pastoral and Attendance Manager has already been working with targeted families to ensure that they receive the appropriate Early Help to ensure that both the physical and emotional needs of vulnerable children are met.	<ul style="list-style-type: none"> - New family learning courses are identified and shared with / attended by parents. - Continues to work with individual cases as appropriate, signposting and supporting access to appropriate Early Help. - Pastoral & Attendance Manager leads on Attendance Monitoring and liaises with the Education Welfare Officer. 	PP Lead (SRo)	Termly meetings with PP Lead to review impact.	£15,300
Total Budgeted Cost						£77,880

Loatlands Primary School – Pupil Premium Strategy Statement

Review of Expenditure				
Academic Year: 2019/20 - £51,480				
Desired Outcome	Chosen Action / Approach	Estimated Impact – did you meet the success criteria?	Lessons Learned	Cost
A / B	Deployment of Teaching Assistants across the school to support the progress and attainment of eligible pupils to ensure that the attainment gap is narrowed through the delivery of targeted, small group and individual interventions and 20 Day Challenges (bespoke 20 day programmes tailored to each individual child's needs)	Due to the closure of schools nationally in March 2020 due to the COVID 19 pandemic much of this work was unable to be carried out. Formal assessments were unable to take place and the end of the academic year only saw some pupils return to school.	The school will continue with this strategy in the new academic year. Moving forward it will be important to ensure that eligible pupils are included within the whole school provision map alongside SEN pupils to demonstrate impact of Pupil Premium funding.	£14,780
A / B / C	Assistant Headteacher responsible for all vulnerable pupils to lead on improving standards for all vulnerable learners through small group interventions focusing on skills for life and real life experiences and thus further developing pupil resilience and independent working skills	Due to COVID 19 the school was closed from March 2020 until the end of the academic year. The use of formal assessment was suspended by the UK government for all year groups and it was not possible to conduct assessments on other pupils due to the amount of time spent at home.	The school will continue with this strategy in the new academic year. It will be important to further develop the Assistant Headteacher's strategic role so that she is able to ensure that the impact of the work is developed across the whole school and utilised by other staff including teachers and support staff.	£10,800
C	Investment in projects to enable real life experiences for pupils that might otherwise have missed them and therefore developing pupils confidence and engagement levels when accessing the wider curriculum.	The closure of the school due to COVID 19 pandemic meant that this money was redeployed to provide additional resources for eligible pupils to support home learning these resources included pens, pencils, paints and other activities.	Continue to use this approach during the new academic year in order to provide pupils with wider experiences that they may have missed particularly due to the global pandemic. Additional money to also be allocated in order to provide eligible pupils with further resources to support home learning where needed.	£1600

Loatlands Primary School – Pupil Premium Strategy Statement

Desired Outcome	Chosen Action / Approach	Estimated Impact – did you meet the success criteria?	Lessons Learned	Cost
C	Use of Virtual Vouchers for all eligible pupils.	Due to COVID 19 the school was closed from March 20 th 2020 until the end of the academic year. This meant that money for Virtual Vouchers was largely unspent because many trips / residential visits / clubs were cancelled / postponed.	The Virtual Voucher continues to give greater choice to parents on how to spend part of the Pupil Premium entitlement for their children. The school has taken the decision that unspent monies will be 'rolled over' to 2020/21	£9000
D	Breakfast Club Provision	A number of children were lacking appropriate breakfast and struggled with the morning routine in school. Targeted Pupil Premium eligible pupils were invited to attend Breakfast Club to improve the start to their school day and their focus for learning.	This service provided a valuable resource to parents to ensure that children had breakfast and were at school punctually and ready to learn.	£3800
D	Employment of a Pastoral & Attendance Manager for 1.5 days per week.	The employment of a Pastoral & Attendance Manager for 1.5 days per week ensured that those pupils whose personal and social circumstances presented a barrier to their learning were targeted early to ensure that those barriers are reduced. The Pastoral & Attendance Manager works with specific families identified through internal referral systems or a social care directive to ensure that home life is stable and supportive for the child.	There are an increasing number of families for whom their home life presents barriers to pupil's learning. This is, in part, due to the COVID-19 pandemic. Staff are increasingly confident to identify pupils and families who would benefit from Early Help interventions and these are referred to the Pastoral & Attendance Manager for Early Help Assessments. An increase in Pastoral & Attendance Manager hours / days per week would be beneficial in order to benefit a greater number of pupils / families	£11,500
Total Cost				£51,480

SATs, phonics assessment and in-house data for 2018/19

Growing together on our learning journey

Attainment:

Foundation Stage:

Total No of Pupils: 52	Reaching a Good Level of Development (GLD) (%)
No of Pupil Premium Pupils: 8	
Pupil Premium Pupils	0%
Non Pupil Premium Pupils	66%

Phonics:

Total No of Pupils: 51	Y1 – pupils achieving the expected standard (%)
No of Pupil Premium Pupils: 8	
Pupil Premium Pupils	75%
Non Pupil Premium Pupils	86%

Year 2 – (SATs):

Total No of Pupils: 57	Pupils achieving the expected standard in Reading (%)	Pupils achieving the expected standard in Writing (%)	Pupils achieving the expected standard in Maths (%)
No of Pupil Premium Pupils: 10			
Pupil Premium Pupils	70%	60%	60%
Non Pupil Premium Pupils	85%	77%	87%

Year 6 – (SATs):

Total No of Pupils: 29	Pupils achieving the expected standard in Reading (%)	Pupils achieving the expected standard in Writing (%)	Pupils achieving the expected standard in Maths (%)	Pupils achieving the expected standard in RWM Combined (%)	Pupils achieving the expected standard in EGPS (%)
No of Pupil Premium Pupils: 5					
Pupil Premium Pupils	60%	60%	60%	60%	40%
Non Pupil Premium Pupils	83%	75%	83%	75%	72%

Attainment outcomes for pupils in non-statutory assessment year groups:

Loatlands Primary School – Pupil Premium Strategy Statement

		Pupils achieving Age Related Expectations (ARE) in Reading (%)	Pupils achieving Age Related Expectations (ARE) in Writing (%)	Pupils achieving Age Related Expectations (ARE) in Maths (%)
Year 1: Total No of Pupils: 51 No of Pupil Premium Pupils: 8	Pupil Premium Pupils	63%	38%	75%
	Non Pupil Premium Pupils	79%	72%	77%
Year 3: Total No of Pupils: 54 No of Pupil Premium Pupils: 9	Pupil Premium Pupils	67%	56%	67%
	Non Pupil Premium Pupils	84%	76%	69%
Year 4: Total No of Pupils: 54 No of Pupil Premium Pupils: 10	Pupil Premium Pupils	70%	70%	70%
	Non Pupil Premium Pupils	75%	66%	61%
Year 5: Total No of Pupils: 29 No of Pupil Premium Pupils: 8	Pupil Premium Pupils	63%	38%	63%
	Non Pupil Premium Pupils	71%	57%	62%

Progress:

Growing together on our learning journey

Loatlands Primary School – Pupil Premium Strategy Statement



Foundation Stage:

Total No of Pupils: 55 No of Pupil Premium Pupils: 8	Achieving good or better progress from their starting points											
	Listening & Attention	Understanding	Speaking	Moving & Handling	Health & Self-Care	Self-Confidence & Self-Awareness	Managing Feelings & Behaviour	Making Relationships	Reading	Writing	Number	Shape, Space & Measures
Pupil Premium Pupils	25%	63%	50%	38%	50%	50%	50%	50%	38%	0%	50%	63%
Non Pupil Premium Pupils	87%	91%	89%	74%	94%	91%	89%	87%	89%	66%	83%	89%

Years 1 – 6:

The table below shows the percentages of pupils in each year group that achieved expected or better progress across the academic year in Reading, Writing and Maths according to the school's assessment system.

	Reading	Writing	Maths
Y1 Pupil Premium Pupils	88%	88%	100%
Y1 Non Pupil Premium Pupils	90%	97%	92%
Y2 Pupil Premium Pupils	90%	100%	80%
Y2 Non Pupil Premium Pupils	92%	94%	96%
Y3 Pupil Premium Pupils	100%	78%	89%
Y3 Non Pupil Premium Pupils	96%	80%	82%
Y4 Pupil Premium Pupils	90%	100%	80%
Y4 Non Pupil Premium Pupils	91%	96%	96%
Y5 Pupil Premium Pupils	100%	100%	100%
Y5 Non Pupil Premium Pupils	100%	100%	100%
Y6 Pupil Premium Pupils	80%	80%	100%
Y6 Non Pupil Premium Pupils	100%	96%	100%

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