

Pupil premium strategy 2017-18

Summary information of pupil premium (PP)

Name of school:	Loscoe Church of England Primary School		
Academic year:	2017-18	Total PP budget for year:	£68,360
Total number of pupils:	168	Number of pupils eligible for PP:	54
Amount per pupil:	£1320 FSM £1900 adopted £300 service	Date of next PP strategy review:	July 2018

Key Stage 2 outcomes 2017

NB – data based on the 4 pupil premium children in our year 6 who were in our school in years 5 and 6.

16 Pupils in Cohort	Pupils eligible for PP % School (4 pupils eligible) National figures in brackets.	Pupils not eligible for PP % School (12 not PP) National figures in brackets
% of pupils who achieved the Expected Standard or above - Reading	50% (77%)	79% (77%)
% of pupils who achieved the Expected Standard or above - Writing	100% (87%)	93% (81%)
% of pupils who achieved the Expected Standard or above - Maths	100% (80%)	93% (80%)
% of pupils who achieved the Expected Standard or above – R/W/M	50%	67%
Progress score - Reading	-3.8	-2.3
Progress score – writing	+2.97	+1.58
Progress score- Maths	-1.04	-1.98

In-school barriers:	
A	Communication and Language: Speech and language upon entry is low. Baseline assessments of disadvantaged pupils is significantly lower than their peers. This is something that we aim to address at an earlier stage now that we have a nursery as part of our school (since Feb 2017).
B	Social and Emotional needs: 100% of those families involved in Early Help are disadvantaged. 100% of children with personal files are disadvantaged children. 100% of children who are on Team Around the Families (TAFs) are disadvantaged children. 15 children are on child protection or on the Child in Need register through the school and all of these are disadvantaged children.
C	Reading comprehension skills – Disadvantaged children need a lot of support and encouragement in order to read at home and to understand what they are reading. Disadvantaged pupils are achieving lower in phonics screens than their peers. 30% of disadvantaged pupils Y1-6 were below Age Related Expectations (secure) July 2017 (compared with 14% non disadvantaged).
D	Achievement is lower in some cohorts (Year 2 and 6) and this can impact significantly on overall school data. 5 out of 6 pupils who did not meet the expected standard in phonics were disadvantaged. 4 out of 5 pupils who did not achieve Good Level of Development (GLD) were disadvantaged. Resources and quality first teaching needs to increase engagement and therefore accelerate the learning of our disadvantaged pupils.

External barriers:	
E	Parental involvement and support- many of our families require support with helping their children at home, filling in forms, implementing boundaries for behaviour, social and emotional development; some children have significant needs which require nurture and support.
F	Preparation for school including breakfast, PE kits; many children have not eaten before school, are tired and not ready for learning. Pupils need support in how to play safely and appropriately at playtimes and lunchtimes.
G	Activities outside the school day- Pupils need to have clubs accessible to them so that they can access extra-curricular activities and therefore reduce incidents of social unrest (some of which can involve police and social care).
H	Attendance and lateness- attendance of our pupil premium children is below that of non-pupil premium and below our school target.

A. Communication and language

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation
<p>Children are able to verbally express themselves effectively and hold conversations.</p> <p>Disadvantaged pupils make accelerated progress in CLL.</p> <p>All school environments, especially EYFS and continuous provision promotes talk and communication.</p> <p>Speaking and language skills are improved because children have an improved vocabulary.</p>	<p>Implement Every Child a Talker (ECAT) – attend training and cascade to Nursery and Reception staff (WL).</p> <p>CPD to be used for training for teachers and TAs to work with PP children on oral skills, especially in nursery. Linked to improving reading skills and widening children's vocabulary.</p> <p>Deliver focussed language support and interventions into early years - TA to support disadvantaged pupils every morning.</p> <p>Put homework projects in place and 'Talking Homework' is in place and used.</p> <p>Continue to widen children's experiences in EYFS (including nursery) so that they have events to discuss.</p> <p>1:1/ small group work modelling speaking, conversations and discussions.</p> <p>Speech therapy for specific children-intervention and to be built into continuous provision and modelled to other staff.</p> <p>Improve environment to promote opportunities for speech.</p>	<p>Oracy for PP children is an area for development. Results show us that, in the early years CLL is lower for these pupils. They lack the wealth of vocabulary needed to comprehend.</p> <p>Evidence from Education Endowment Fund (EEF) Literacy in Key stage 1 Oct 2016 as part of the 8 recommendations shows the importance of teaching oracy skills. 'Why teach oracy?' by Cambridge university states that oracy skills are needed for developing essential reasoning skills.</p> <p>The children need modelling to hold a face to face conversation and communicate thoughts, ideas, feelings.</p> <p>Interventions focussed on speech therapy previously have been very successful so we must continue to deliver this.</p>	<p>Ensure that children are able to concentrate and listen, understand and follow instructions as shown by drop ins and observations.</p> <p>Compare Foundation Stage 2 (FS2 – reception class) data at all assessment points for disadvantaged pupils.</p> <p>Monitor implementation of ECAT training and ensure that this is cascaded to all staff in EYFS and school.</p> <p>Professional development for EYFS staff and provide resources for learning environment as evident in learning outside of the classroom.</p> <p>Make effective use of outside agencies including liaison with speech therapy teacher.</p> <p>Monitor the EYFS environment to ensure that there are extended opportunities for speech and language development.</p>	<p>SENCO (RD)</p> <p>EYFS leaders- FS1 and 2. (AW, WL)</p> <p>Learning environment lead (DT)</p> <p>EYFS TAs (N A-M, MH, DH)</p>	<p>February 2018</p> <p>July 2018</p>

B. Social and Emotional Needs

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>Nurture group is established and children attend group sessions and one to one sessions.</p> <p>Children have access to an adult to talk to.</p> <p>Social skills are specifically taught by adult who leads the group.</p> <p>Boxall profile assessments show that children have made good progress in social and emotional development, and their attitudes to learning and to each other have significantly improved. Children can play more cooperatively with their peers, can take turns and are more confident in building relationships.</p> <p>Identified pupils are able to access the full curriculum because their emotional, behavioural and social needs are being met through a nurture approach.</p> <p>Children are able to talk about their feelings in a controlled way and talk about how problems can be solved without getting angry.</p>	<p>Implement training from Derbyshire to establish nurture Group for disadvantaged pupils</p> <p>Train member of staff to deliver nurture as group and for one to one.</p> <p>Identify disadvantaged pupils at pupil progress meetings who require additional support in this area, deliver interventions and review impact of support at the end of the intervention and longer term also.</p> <p>Ensure there is adult support in lessons and on playground for identified pupils.</p> <p>Specialised outside agencies to be used particularly for mental health. CAMHS, educational psychologist and behaviour support. MAT team to work with families and with the school.</p>	<p>EEF Behaviour interventions +4 moderate impact for moderate cost.</p> <p>Research by National Children's Bureau on mental health shows that supporting mental health contributes to the positive academic environment and can enhance attainment levels and reduce exclusions. The emotional well-being of some of our PP children is affected as a result of external factors such as attachment, bereavement, anxiety of what is happening to mum/dad at home.</p>	<p>Six pupil progress meetings per year for all disadvantaged pupils.</p> <p>Analysis of Boxall profiles shows that there is a positive impact on the children's ability to cope with social and emotional barriers so that their attitudes to learning are positive.</p> <p>Analysis of Boxall profiles shows that the children's self-esteem is positive and they are resilient to failure and will 'have a go' at all their learning.</p> <p>Regular feedback from nurture mentor, staff/pupils. Observations/drop ins show improvements in attitudes to lessons and less interruptions in learning.</p> <p>Improvements in attendance data</p> <p>Evidence in learning walks and drop ins.</p> <p>A reduced number of exclusions</p>	<p>Nurture lead- LL</p> <p>Pupil premium lead- AW</p> <p>Intervention lead- RD and WL</p> <p>SENCO RD, WL</p> <p>PHSE Coordinator</p>	<p>Additional pupil progress meeting for disadvantaged children- six per year.</p>

C Reading comprehension

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>100% of disadvantaged children make at least expected progress in reading.</p> <p>Yr 6 and Yr 2 PP children's reading attainment improves so that it is in line with the national average of others.</p> <p>3 of the 4 disadvantaged pupils who did not attain GLD, achieve the phonics standard June 2018.</p> <p>The gap between PP children and others in our school diminishes further.</p>	<p>Daily reading and phonics sessions for identified children.</p> <p>Improve the reading skillset of identified pupils through high quality focused interventions such as Better Reading Partnership.</p> <p>1:1 and group work phonics with identified children.</p> <p>Continue to provide new up to date reading material for all children, to include all genres Update the school library.</p> <p>Purchase and implement 'Accelerated Reader Programme' and liaise with parents.</p> <p>To use competitions and activities to promote an enjoyment of reading and reading at home.</p> <p>CPD –training in teaching reading comprehension skills across the curriculum and use of effective questioning.</p>	<p>Proven research of impact both locally and nationally from those schools who have invested in 'Switch On' reading (EEF Research)</p> <p>EEF findings show that high quality interventions are essential.</p> <p>Clear and focused programme of letters and sounds is successful within the school.</p>	<p>Pupil progress meetings- 6X for disadvantaged pupils.</p> <p>Monitor Accelerated Reader and liaise with families.</p> <p>Star Reading Assessments outcomes.</p> <p>Progress in phonics assessments.</p> <p>Planning and teaching- reading skills across the curriculum.</p>	<p>Pupil premium leader- CLH</p> <p>Literacy subject lead- LD</p>	<p>Half- termly progress meetings.</p>

D. Attainment- improving outcomes through focussed Quality First Teaching.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>All pp children are fully engaged in their learning through exciting topics to meet the children's needs. They are able to talk enthusiastically and confidently about their work and aspirations.</p> <p>All disadvantaged boys are engaged in their learning.</p>	<p>New topics are planned to engage all children in their learning, especially the boys. Independent learning is in place.</p> <p>Use of visits, visitors, resources. Include 'wow!' starters and a reason to learn for the end of the topic (a fair or parents' event)</p> <p>Activities to broaden aspirations to be put in place.</p> <p>To provide extra-curricular activities to broaden experiences.</p>	<p>Opportunities and experiences help widen children's horizons and we believe that many of our children do benefit from extending their experiences. They can draw on these and extend their own skill at the same time.</p> <p>'Negative attitudes aren't based on children feeling that education does not matter, but rather on lack of confidence in their own ability to thrive within the system. This suggests that if children have better opportunities and experiences, their attitudes to school would become more positive' Sutton et al, & Hogan 2017</p>	<p>List names of pupils on all monitoring forms.</p> <p>Joint monitoring and review of the curriculum and lessons.</p> <p>Discussions with Middle leaders/all staff./children Professional development and training opportunities.</p> <p>SLT discussions. Monitoring of books and engagement of children.</p>	<p>All staff to review at each half term/ end of programme. Use of Boxall profiles/ intervention feedback sheets.</p> <p>Review meetings with nurture mentor and class teacher. Scrutinise Boxall profiles and impact of nurture interventions. Set next steps.</p>	<p>March 2018</p>

<p>Improve overall attainment for disadvantaged children through further developing quality first teaching</p>	<p>Whole school professional development linked to DfE QFT, expectations of the national curriculum and outcomes for children.</p> <p>QFT key focus across all subjects and all aspects of school improvement.</p> <p>Identify barriers to learning for each disadvantaged child regardless of ability- barriers to learning through pupil progress meetings.</p>	<p>Research such as 'Sutton Trust' and EEF toolkit show that 'Quality Teaching' can impact significantly on pupil's attainment and achievement and that in fact poor teaching can have a detrimental effect. As a school we recognise that QFT is crucial (wave 1) and that intervention should only be needed for the small minority or those pupils whose needs are specific beyond classroom practice.</p>	<p>All children make at least expected progress across all subjects as demonstrated in lesson observation, learning walks, children's books. Discussions with children and Key focus across all aspects of School Improvement and Professional Development.</p> <p>Professional Development is led by key members within school and external support of (SLEs).</p> <p>Lesson observation and PM cycle linked to objective.</p> <p>Deployment of PP co-ordinator.</p> <p>PM cycle/reviews Regular reviews SLT/ML/LA link advisor Deployment of PP & intervention coordinator</p>	<p>RD</p> <p>CLH</p> <p>AW</p>	<p>March 2018</p>
<p>Improve the quality of feedback provided to pupils based on effective and robust formative and summative assessments.</p>	<p>Staff training on high quality feedback and use of effective next steps which move learning forward.</p> <p>Disadvantaged pupils to receive twice the number of feed forward marking comments.</p> <p>Moderating/monitoring of marking between year</p>	<p>We have identified that our marking policy has to continue to improve ensuring we have effective next steps in place to move learning forward- we specify that disadvantaged pupils receive twice the feed forward comments.</p>	<p>Planned professional development for feedback and assessments. Lesson observations, evaluations and discussions. AW leading in assessment procedures.</p> <p>Moderation and discussion between staff, sharing good practice. Use of good practice</p>	<p>RD</p> <p>CLH</p> <p>AW</p>	<p>March 2018</p>

	<p>groups/phases.</p> <p>Focused feedback from book scrutiny and observations.</p> <p>Books show that children are motivated and feel good about the comments and rewards in their work</p> <p>Discussions at pupil progress meetings show that staff are aware of children's barriers to learning and are diminishing the differences by putting in strategies to address them.</p>	<p>Many different evidence sources eg EEF toolkit suggest high quality feedback is effective way to improve attainment and it is an approach we can embed across the school</p> <p>(EEF evidence shows that this has high impact for a relatively low cost)</p>	<p>from other schools.</p> <p>Books show that disadvantaged children have access to high quality feedback and they know exactly what they need to do in order to achieve.</p>		
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E. Parental involvement and support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>To break down barriers for our most vulnerable disadvantaged families by supporting parents / carers to support their child(ren) at home.</p> <p>100% of PP children are settled at school and are making at least expected progress.</p> <p>Families attend parent workshop sessions. Families are in school</p>	<p>Establish homework club and encourage disadvantaged children to attend, support with resources and any help needed.</p> <p>Support families at school workshops. Where families do not attend, contact them to offer support and share any handouts / key information.</p> <p>1:1 support for parents where there is an individual need. Parenting courses run by the</p>	<p>By supporting parents/carers and enabling parents to support their children, learning will be maximised both at home and at school.</p>	<p>Regular discussions with nurture mentor/MAT Team</p> <p>Designated safeguarding leads and SENCO working with parents. Regular discussions with teachers.</p> <p>Release time for SENCO.</p>	RD	<p>February 2018</p> <p>July 2018</p>

<p>more and feel able to ask questions about their children's learning.</p> <p>Children attend homework club so that they can use school resources.</p> <p>Children are listened to reading at every opportunity including after school club.</p>	<p>MAT team. To provide as much support for vulnerable families as possible, practical and emotionally, use of outside agencies.</p> <p>Workshops for parents on reading, phonics and maths. Parent meetings in place to inform parents about Phonics and SATs assessments.</p> <p>Competitions for children to read more at home. Homework projects in place each term to encourage parents and children to work together on topic work. To operate an open door ethos and be available for parents to discuss concerns/worries.</p> <p>To provide opportunities for parents and children to work together ie community of readers workshop, maths and craft afternoons for parents and children.</p> <p>Outdoor activities planned.</p>				
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F. Preparation for school.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation
<p>Breakfast club is available every day from 7.30am for all disadvantaged children at no charge.</p> <p>Attendance of this is good and improves.</p> <p>Children read and do homework.</p> <p>Children talk and play with other children and adults.</p> <p>Disadvantaged pupils have a PE kit, the correct equipment for being outdoors at playtimes / lunchtimes / outdoor learning / trips.</p>	<p>To provide a healthy start to the day where all disadvantaged children can have access to a free breakfast. Encourage all disadvantaged children to come to breakfast club free of charge. Provide opportunities for children to read and do any homework and talk to an adult.</p> <p>Offer free after school club provision for PP pupils.</p> <p>Play leader to ensure there are games to play and adults play with pupils.</p> <p>Parenting classes in school for parents to access. Signpost parents to MAT parent meetings</p> <p>Regular and open TAF meetings or meetings with parents in place to work with families. (parents/grandparents)</p> <p>Regular updates and sharing of important routines with parents via parents' evenings, newsletters, workshops.</p> <p>Ensure that parents can complete forms / understand letters so that they know what is happening in school. Support them with transition e.g. applications to secondary school, applications for FSM etc.</p>	<p>Lack of routine and stability can lead to poor concentration and restricted progress. Lack of routine varies from lack of sleep, nutritional food, watching inappropriate age material, very few boundaries for behaviour, split living and mobility of families.</p> <p>'Children don't have a lot of control in their lives, but routines can give them a sense of organization, stability, and comfort. That, in turn, should help develop better behaviour and a sense of personal control, especially in young kids. Routines not only have emotional benefits but health benefits as well'. David Warford March 2017.</p> <p>Organisation and structure for our children is essential so that they are secure and settled and ready to learn.</p>	<p>Regular feedback provided by safeguarding officers and SENCO.</p> <p>Regular discussions with nurture mentor/MAT Team</p> <p>Safeguarding lead and SENCO working with parents.</p> <p>Regular discussions with teachers.</p>	<p>RD KM- breakfast lead.</p>	<p>July 2018</p>

G Activities outside the school day					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation
Disadvantaged pupils attend after school curricular activities.	<p>Target PP pupils to stay for clubs.</p> <p>Offer club every week at no cost.</p>	<p>'Through their lack of participation in out-of-school activities, PP children are denied important learning experiences which may affect their engagement in the more formal learning in school' (Sutton et al & Horgan).</p> <p>Opportunities and experiences help to widen children's horizons and provide pupils with experiences that they can discuss and draw upon in their learning as well as developing key skills in sport, music and further subjects.</p>	Pupil premium progress meetings- PP leader to discuss individual pupils.	AW RD RR	Half termly-check club registers.

H. Attendance and lateness

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation
<p>Increased attendance and punctuality.</p> <p>Attendance of disadvantaged pupils is 95% or above.</p>	<p>Business manager monitors pupils across whole school and quickly intervenes using 'First day response' procedures.</p> <p>Business manager and Pupil Premium co-ordinator work together to incentivise high attendance for PP children through rewards and certificates.</p> <p>Liaise with MAT team and Starting Point over families who have very low attendance.</p> <p>Log concerns on My Concerns.</p>	<p>Pupils need to access learning</p> <p>in order to improve attainment and achievement. Research such as NFER demonstrates addressing attendance is key step.</p> <p>As a school we have recognised the need to impact on attendance for our PP pupils but also punctuality as pupils arriving 'late' for school can have just as much of a detrimental effect on learning as absence.</p>	<p>Close liaison between Business Manager and Pupil Premium co-ordinator and Headteacher in identification of pupils and effective procedures in place.</p> <p>Regular monitoring and evaluation of data (weekly) – planned and timely intervention provided if necessary.</p>		

Category	Strategy Reference	Planned Expenditure
Communication, Language & Literacy	A	£ 10,374.00
Nurture	B	£ 5,224.00
Reading Resources	C	£ 6,500.00
Topic Resources & Visits	D	£ 3,500.00
Discretionary Hardship Fund	D	£ 2,000.00
TA Hours - Feedback	D	£ 2,000.00
MAT	B	£ 2,000.00
Safeguarding & Child Protection	B	£ 8,500.00
Breakfast Club	F	£ 7,150.00
Play Leader	F	£ 2,730.00
Extracurricular Activities	G	£ 4,212.00
Attendance & Lateness	H	£ 1,200.00
Core Subject Support	D	£ 7,800.00
Phonics	C	£ 2,586.00
Resources	D	£ 2,500.00

PLANNED EXPENDITURE

