

Loscoe C of E Primary School and Nursery

Pupil Premium Strategy Statement 2020-21



Reviewed September 2021

1. Summary information					
School	Loscoe C of E Primary School and Nursery				
Academic Year 1	2020-21	Total PP budget	£73,145	Date of most recent PP Review	Dec 2020
Total number of pupils	196	Number of pupils eligible for PP	43	Date for next PP Strategy Review	Apr 2021 Jul 2021

2a. Current attainment at the end of KS2 (2020) based on teacher predictions due to Covid-19			
	Pupils eligible for PP	Pupils eligible for PP (NA 2019)	Pupils not eligible for PP (national average 2019)
% achieving expected standard in reading, writing & maths	63%	51%	65%
% achieving the national standard in reading	88%	62%	78%
% achieving the national standard in writing	88%	68%	83%
% achieving the national standard in mathematics	63%	67%	84%

% achieving the national standard in GaPS		63%	63%	81%
2b. Current attainment at the end of KS1 (2020) based on teacher predictions due to Covid-19				
		Pupils eligible for PP	Pupils eligible for PP (NA 2019)	Pupils not eligible for PP (national average 2019)
% achieving the national standard in reading		56%	62%	75%
% achieving the national standard in writing		56%	55%	69%
% achieving the national standard in mathematics		56%	62%	76%
2. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	The number of disadvantaged pupils attaining the expected standard in reading is significantly below the attainment of non-disadvantaged children by the end of KS1 (national tests).			
B.	Low self-esteem and confidence. Many pupils have negative views of themselves and their abilities. Raising confidence and self-belief is key to raising standards and aspirations.			
C.	Narrowing the gap in Maths and GaPS outcomes for disadvantaged KS2 pupils remains a priority when compared to the national average of non-disadvantaged children from the data shown in 2019.			
D.	Disadvantaged pupils generally attain lower in foundation subjects due to limited life experiences including range of books and programmes watched (documentaries etc). Well planned curriculum to include a range of experiences through exciting opportunities inside and outside school.			

External barriers		
E.	Low attendance and lateness – particularly with a few pupils within school who constantly miss days and come in late. The appointment of an attendance officer is key at improving pupils attendance and punctuality.	
3. Outcomes	Success Criteria	
A.	<p>All PP pupils make above average progress in reading- those who struggle to read in KS1 to be part of a reading recovery programme run by an experienced teacher. Cracking Comprehension programme throughout school from EYFS to year 6 to build on prior success. Increased opportunities for reading and comprehension activities in enhanced provision.</p>	To aspire for PP children in KS1 to attain reading scores in line with non-PP peers by the end of the year.
B.	<p>All chn are more confident and empowered, resulting in improved attitude and self-confidence – SLT to attend THRIVE training and cascade training down as a whole school approach. Positive play room to be utilised effectively and targeted interventions used to enhance children’s confidence.</p>	Boxall impact of nurture and THRIVE approach. The health and well-being of disadvantaged pupils and their families continues to remain well and for pupils and their parents to manage their emotions well and know that they can access support and help as needed.
C.	<p>Improve the attainment and progress of KS2 disadvantaged pupils in the core areas of maths and GaPS.</p>	To aspire for PP children in KS2 to attain maths and GaPS scores in line with non-PP peers by the end of the year.
D.	<p>All PP pupils to be more involved in class discussion and activities, particularly in foundation subjects.</p>	Pupils engaged in learning and able to remember more and explain their learning and facts. ‘Sticky learning’ is embedded to ensure this can be built upon in coming years.

E.	Demonstrate improvements in the rates of attendance for disadvantaged pupils, to be at least in line with national averages.	Increase attendance and lateness increases to at least 96%.
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4. Planned expenditure

Academic year	2020/21
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i. Quality of teaching for all

Focus Group	Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff	When will you review implementation?
<p>A – KS1 - Reading recovery specialist teacher to implement reading interventions.</p> <p>Implementation of cracking comprehension throughout school.</p>	<p>Increase the percentage of PP children attaining expected level in reading by the end of KS1 aspiring for PP to attain reading scores in line with the national average of children eligible for PP by the end of the year.</p>	<p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Attainment Gap Report 2017</p> <p>Recommending scheme by teachers- guaranteed to move children 6 reading bands in a year. The approach appears particularly beneficial for children from low income families who are well behind their peers.</p> <p>Guided Reading (daily) opportunities.</p>	<p>Literacy lead and reading recovery teacher to monitoring data and targets set each half term. Reading data analysed. Assessment scores uploaded onto FFT tracker.</p> <p>Reading recovery continues to be delivered to.</p> <p>KS1 to ensure that each disadvantaged child is read with daily. Daily records to be kept and analysed by literacy lead. Book scrutiny/learning walks.</p> <p>Use of accelerated reader programme to be analysed weekly by Year staff to ensure that pupils have appropriate</p>	<p>LD VL KS ZS</p>	<p>April 2021 July 2021</p> <p>Data for end of KS1 is:</p> <p>PP children 60% attainment which is slight improvement on previous year (4% increase), national average for PP is 51%. However below the teacher prediction which was set as a high aspirational target prior to COVID19. Didn't work as expected due to staffing factors and impact of COVID. Teacher originally doing 4 sessions per week but</p>

		<p>Reading books given to PP children to enhance reading at home.</p> <p>Increased quality first teaching in phonics for KS1 children.</p>	<p>challenge and move to the next reading level when required.</p> <p>Pupil Progress Meetings.</p> <p>Feedback from parents.</p>	<p>interrupted. Some of the identified children not in school (not key workers), Teacher also deployed to cover main class teacher (long term absence). Program works well as a continuous, not quite as effective when broken into chunks.</p> <p>Non PP children also improved on outcomes = 80% attainment when compared to national average of 73%. Investment in reading has prompted a whole school consistent phonics approach (RWI) which will be purchased using PP Funding 21/22.</p> <p>Accelerated Reader subscription was well spent, ensuring children were able to continue with their reading assessments during lockdown and staff were able to closely monitor and support progress. On return to school, children were provided with opportunities to read daily and take regular quizzes and assessments on AR. This informed staff of children's development. As a result, children were closely monitored and provided with quick interventions to keep on track to meet ARE.</p>
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				<p>The Reading Recovery teacher shared analysis of reading interventions and progress made. Children who took part in the RR program made on average 5 months progress from their starting point. All children made progress (one child made 2.5 years progress from their starting point. It was hoped that all children would make at least 12+ months progress if the full programme had been completed. Therefore, the progress is below what we were expecting, due mainly to the disruption of COVID.</p> <p>COVID has had a big impact on the RR program, it became very disjointed at times - most effective when used as a continuous, not quite as effective when broken into chunks.</p>
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<p>B - Whole school THRIVE approach training by SLT.</p> <p>Positive play room set up and interventions used</p>	<p>Ensure that the health and well-being of disadvantaged pupils and their families continues to remain well and for pupils and their parents to manage their emotions well and know that they can access support and help as needed.</p> <p>Disadvantaged pupils to demonstrate a 'positive disposition' by showing that they are happy, safe and secure in school.</p>	<p>Staff attend Thrive training. Thrive Approach states that, <i>"If children have been thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage."</i></p> <p>Link activities to PSHE curriculum where appropriate.</p>	<p>Termly Boxall impact to measure the impact of positive play and THRIVE approach.</p> <p>Pupil questionnaires to show impact on confidence, engagement and overall thoughts of the pupils. Plus parental feedback.</p> <p>Evidence in learning walks and drop ins.</p>	<p>RD WL CLH JM</p>	<p>April 2021 July 2021</p> <p>This focus did not go ahead. A few members of the SLT attended the training (2 of whom are no longer working in school), however after completion of the training it was deemed not practicable in terms of financial commitment or time. The original allocation of funds for teacher training is part of CPD, teachers are equipped to deliver THRIVE in the future should school wish to pursue this. Some staff delivered positive play sessions in Nursery 'Bears Room' along with emphasis on monitoring pupils within classes by own class staff.</p> <p>Positive Play to go ahead because of COVID but this was not relevant for THRIVE after training.</p> <p>School to look at confidence, emotional regulation, communication skills and resilience moving forward in 2021/22.</p> <p>School to research the ELSA programme to:</p> <ul style="list-style-type: none"> develop knowledge and understanding of social and emotional needs; enhance skills with bespoke interventions; grow confidence with
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					supporting vulnerable children.
C – KS2	<p>Improve the attainment and progress of KS2 disadvantaged pupils in core areas of maths and GaPS, aspiring for outcomes to be at least in line with attainment in line with non-PP peers by the end of the year.</p>	<p>Whole school commitment to deliver ‘Power Maths’ on a daily basis.</p> <p>Pre-teaching to aid misconceptions for PP children to increase pupils confidence and attainment.</p> <p>Widen writing opportunities within the classroom – to include specific GaPS focus.</p> <p>Analyse the data.</p> <p>Intervention mapping and looking at which groups TAs should be working with in order to maximise the desired outcome.</p>	<p>Termly assessment using PUMA and GaPS.</p> <p>Power Maths google drive assessment sheets to identify on a daily flowing basis who needs the extra input.</p> <p>Analysis of progress and attainment at the three assessment points throughout the year plus feedback next steps to SLT.</p> <p>Lessons observations and marking.</p> <p>Performance Management objectives and reviews.</p> <p>Moderation.</p> <p>Pupil Progress Meetings.</p>	<p>KS ZS JC FE JM CLH WL LD</p>	<p>April 2021 July 2021</p> <p>End of KS2 predictions were 63% for PP and 84% for non PP for Numeracy. Figures were 67% and 88%, an increase for both. However, progress has not been accelerated for PP children in particular. Again, the impact of COVID has had a direct effect on these children. Investment for Power Maths and Mastery teacher training through Maths Hub for JC and FE. Spending that wasn't in the initial plan including White Rose maths to support remote learning alongside power maths. Power Maths</p>

Continue to develop a 'Mastery' approach through Maths Hub - NCETM

resources were able to be uploaded onto Google Classroom to enable teachers to deliver online lessons effectively. PP children were given Chromebooks with Power maths book-marked so that it was easily accessible (those that didn't have ICT).. Teachers ensured targeted interventions for PP children during lockdown. Paper packs also provided when requested. Children have been targeted through pre teaching and post teaching to meet any misconceptions but also to enable PP children to feel more confident prior to lesson starting. This is evident because children were able to engage with the lesson more readily and answer questions.

GAPS - Predicted teacher assessment was 63% for PP children, attainment was 63%, non PP 81% predicted and attained 80%. Although PP is above national average (51%), as a school we are conscious that investment is needed for 21/22 to improve further (introduction of RWI plus specialised interventions with Literacy lead).

<p>D – Whole School</p>	<p>Pupils engaged in learning and able to remember more and explain their learning and facts. 'Sticky learning' is embedded to ensure this can be built upon in coming years.</p>	<p>Increase enjoyment and engagement through hands on experiences, delivered through a rich and stimulating curriculum.</p> <p>Children more engaged and feel knowledgeable via pre teaching and extra experiences.</p> <p>Opportunities to develop wider curriculum through trips and visits and residential etc.</p>	<p>Monitor planning.</p> <p>Engagement with 2-yr whole school curriculum.</p> <p>Monitoring knowledge and skills to be taught to ensure that learning is, 'sticky'. Sticky learning added to medium term plans.</p> <p>Subject leads to monitor subjects.</p> <p>'Deep Dives' Curriculum Leaders training through DDAT SSIO.</p>	<p>KS ZS JC FE JM CLH WL LD</p>	<p>April 2021 July 2021</p> <p>To provide more hands-on and enriched curriculum, one class within KS2 trialed challenge based learning that mirrored KS1. To roll out fully as a whole school initiative for 21/22. This will enable PP children to experience different ways of learning through a much more stimulating curriculum. Trips and experiences (such as visitors into school) were extremely limited due to the impact of COVID19. Towards the end of the academic year, a whole school trip was organised to Chatsworth to focus on Art and DT. PP children were subsidised to enable full participation. The impact of this was that children were able to relate better to real-life experiences and could bring these back into school to enable them to produce work that was relevant to them.</p>
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<p>E- Whole School</p>	<p>Improve attendance and lateness, increases to at least 96%.</p>	<p>Demonstrate improvements in the rates of attendance for disadvantaged pupils, to be at least in line with national averages.</p> <p>All PP pupils to be in school 96%+ and lateness reduced/eradicated.</p> <p>Families and pupils will be given support as required by SLT.</p> <p>Dedicated time for Office Staff to monitor attendance and follow up calls.</p>	<p>Data Analysis.</p> <p>Meetings between CLH and SBM</p> <p>Staff Feedback</p>	<p>CLH RR SB</p>	<p>April 2021 July 2021</p> <p>Attendance for PP children Sep 20 - Jul 21 was 95.15%, Non PP children was 96.98%. COVID19 has had a small impact on the attendance percentages. Previous year attendance figures were: PP = 90.76 and Non PP was 95.91. Although recent figures have improved, they could be better.</p> <p>Monitoring and reporting of absence and lateness is now better. Procedures have been adapted to challenge families more quickly. Families that were absent have been supported by SLT to help improve. This includes the offer to families of breakfast and after school clubs to support getting to school earlier if needed. This is being monitored for the take up and improvement on attendance percentages.</p> <p>School have invested in P4YP (Positive for Young People) to help with improvement in attendance in addition to other issues that families may have. This will continue for 2021/22. It is hoped with this added intervention, particularly for attendance/lateness issues,</p>
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					children will be in school on time promptly and percentage data increases.
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