



1. Summary information					
<b>School</b>	Loscoe C of E Primary and Nursery School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£70, 000	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils</b>	167	<b>Number of pupils eligible for PP</b>	45 (27%)	<b>Date for next internal review of this strategy</b>	July 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>78%</b>	
<b>% making expected progress in reading (as measured in the school)</b>	<b>78%</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>80%</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>84%</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor reading and comprehension skills- especially in KS1.
<b>B.</b>	Low self esteem and confidence
<b>C.</b>	PP pupils generally entering with lower attainment than non-PP therefore need to make rapid progress to catch up to their peers.
<b>D.</b>	Our PP pupils generally attain lower in foundation subjects due to limited life experiences including range of books and programmes watched i.e documentaries.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance and lateness
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )	
	<b>Outcome</b>

<b>A.</b>	All PP pupils to 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. New Cracking Comprehension programme to begin in EYFS to year 6 in Sep 2019. Increased opportunities for reading and comprehension activities in enhanced provision.	Rapid progress in PIRA. Children enjoying books more.
<b>B.</b>	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 set up and interventions to begin Sep 2019.	Boxall impact of nurture and THRIVE approach. Higher engagement in lessons. Lower level of disruption than in 2018/19.
<b>C.</b>	All PP pupils to make better than expected progress in maths.	Rapid progress in PUMA. Higher engagement in lessons. Lower level of disruption than in 2018/19.
<b>D.</b>	All PP pupils to be more involved in class discussion and activities in foundation subjects- resulting in higher attainment.	Rapid progress in PUMA. Higher engagement in lessons. Lower level of disruption than in 2018/19.
<b>E.</b>	All PP pupils to be in school 95%+ and lateness reduced/eradicated- attendance coordinator to monitor and organise attendance panels on a termly basis.	Increase attendance and lateness (95%+)

#### 5. Review of expenditure : FOR A MORE DETAILED REVIEW SEE 2018/19 PPS.

Previous Academic Year		2018/19		
<b>i. Quality of teaching for all</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p><b><u>A – Communication &amp; language</u></b></p>	<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>Due to staffing change the teacher hired to train and support ECAT did not complete the training and was committed to a class role instead.</p> <p>Pupils engage with increasing confidence across five key areas of language Attention vocabulary RD Assessment records ECAT assessment tool Talk Boost Tracker documenting progress over 10 weeks intervention period.</p> <p>specific interventions. (LD) Interventions are planned and delivered to promote improved use of key language skills. (JC) Talk Boost posters/ materials displayed in classrooms as part of Literacy working walls to support all adults. – not since Dec as JC now in class. Talk boost tracker used. Displays to be developed sentences story telling conversation Pupils build an awareness of their own skills. Staff able to scaffold learning effectively to ensure children are pushed on to the next level. Displays reflect materials being used in whole class/wider school setting. All adults use the same terminology when working at one to one, small group and whole class level.</p>	<p>Continued focus on communication and language. Large focus on Oracy skills and debate planned into our curriculum.</p> <p>Build into curriculum opportunities for our disadvantaged to have a wide range of experiences therefore giving new language experiences to help them remember and use new vocabulary.</p>	
<p><b>D - Attainment-improving outcomes through focussed Quality First Teaching.</b></p>	<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 (SIP 1.2)</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 (SIP 1.6).</p>	<p>Development of new curriculum base around the needs of our disadvantaged. Ensuring that there is a broad coverage of topics, trips and experiences.</p>	

<p><b>C – Reading Comprehension</b></p>	<p>100%of disadvantaged children make at least expected progress in reading.</p> <p>Yr 3 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 2019.</p> <p>The gap between PP children and others in our school diminishes further.</p>	<p>Only 28% of disadvantage students made better than average progress in reading. 78% made expected or better- 22% made below.</p> <p>More whole class reading. Teachers need to be reading EVERY day a class book.</p> <p>Reading areas to be developed in classrooms. This will be part of a long term plan to make reading a fun part of every child's life.</p>	<p>The 22% in KS1 to be targeted by our reading recovery specialist.</p> <p>Adult support to continue to focus on PP, including daily reading in KS1.</p>	
	<p>Children make more rapid progress through specific VF and FF marking from CT.</p> <p>Improve quantity and quality of feedback.</p>	<p>Quality and quantity of feedback much improved-as observed in lesson observations and book scrutinies.</p>	<p>VF has been most effective. More VF to be given to PP chn at the time of learning.</p>	

**ii. Targeted support**

<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b><u>B - Social and emotional needs and behaviour for learning.</u></b></p>	<p>Disadvantaged children in year 6 to have assigned adult to support their learning and provide another person to talk to in school. This results in children who are more engaged and prepared for lessons.</p> <p>A reduction in exclusions and red cards.</p>	<p>No recorded red cards given to disadvantaged children in 2018/19.</p> <p>Reduce exclusions 26% 2018/19 (57% 2017/18).</p> <p>Each child paired with an adult but used this to mixed effect.</p>	<p>All children could be paired with an adult in their class (CT or TA- therefore have access to their adult at all times). These adults can then be aware at all times how the pupils are doing).</p>	
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<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
<b>E- Parental Support and engagement</b>	To break down barriers for our	Despite running help sessions throughout the year, I all year groups, the number of disadvantaged parents that	All teachers to make longer parents evening slots for Pupil Premium so they can show them how to support		
<b>F_Preparation for school</b>	Children ready for the school day in	Greater number of PP children attending breakfast club (increase from 10% Sep 18 to 24% July 2019).	Continue to target those disadvantaged that are not accessing these clubs via notifications on social media,		
<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/20</b>				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A - Teacher to implement Reading interventions.</b>  <b>Implementation of cracking comprehension.</b>	All PP pupils to make above average progress in reading- those who are having difficulty reading in KS1 to be part of a reading recovery programme run by an experienced teacher. New Cracking Comprehension programme to begin in EYFS to year 6 in Sep 2019.	Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Attainment Gap Report 2017  Recommending scheme by teachers.	Monitoring of targets set each half term.  Specific intervention monitoring tool  PIRA monitoring tool o a half termly basis..  Reading levels	LD	Dec 19'

<p><b>B - Pre teaching of power maths lessons across the school</b></p>	<p>To improve outcomes for all disadvantaged children.</p> <p>To ensure that disadvantaged children are prepared for lessons and therefore feel more confident.</p>	<p>There is a 4.3 month gap at the start of school between disadvantaged children and their classmates as stated in the EEF Attainment Gap Report 2017</p>	<p>By analysis of data on a half termly basis. (Power Maths google drive assessment sheets)</p> <p>This will ensure that children are benefitting from the extra input</p>	<p>CLH &amp; JC</p>	<p>Review January 2020</p>
<p><b>Post Teaching of power maths lessons across the school</b></p>	<p>To close the gap between disadvantaged pupils and their peers by quickly identifying those pupils who need extra support.</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>Lessons observations and marking.</p>	<p>Class T &amp; support</p>	<p>Dec 2019</p>
<p><b>Total budgeted cost</b></p>					

Action	Intended outcome	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><b>C - Whole school THRIVE approach training by SLT.</b></p> <p><b>Cascading of training to all staff and implementation into whole school approach.</b></p> <p><b>Positive play room set up and interventions to begin Sep 2019.</b></p> <p><b>Adults to undertake positive play training.</b></p> <p><b>Selected chn to have positive play session each week.</b></p> <p><b>PP interviews each term.</b></p>	<p>All chn are more confident and empowered – SLT to attend THRIVE training and cascade training down as a whole school approach.</p> <p>Pupils to improve self-esteem and value. Pupils to find an outlet to communicate and a place to feel safe in.</p> <p>Regular opportunity for disadvantaged children to speak to an adult about wide range of issues. Intention is to boost self-belief, confidence, self-esteem and for staff to be aware of any issues.</p>	<p>Mental health grant- research and advice from advisor recommended THRIVE training. Research from the 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>Positive play is supported and promoted by DCC.</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</p>	<p>Boxall impact of nurture and THRIVE approach.</p> <p>Pupil questionnaires.</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>Monitor number of exclusions</p>	<p>WL</p>	<p>Dec 19’</p>

<p><b>D – School trips planned thoroughly so that all of our PP pupils experience a variety of trips (cultural capital).</b></p> <p><b>Curriculum planned to show a spiral curriculum which covers a wide variety of topics – consult with parents and pupils to see what they think it is important to learn.</b></p> <p><b>Picture news weekly class assembly.</b></p> <p><b>Planned opportunities for children to recall knowledge and skills previously taught.</b></p> <p><b>Each subject lead to produce a skills ladder of other subject and monitor closely.</b></p>	<p>Increase enjoyment and engagement through hands on experiences.</p> <p>Children more engaged and feel knowledgeable via pre teaching and extra experiences t set up a unit of work.</p> <p>Memory skills developed by pre, post and recovering of skills and knowledge throughout their school life.</p> <p>Children have a better knowledge of the world and can discuss topical subjects.</p>	<p>EEF arts participation, sport participation, outdoor learning are all valuable indications to help improve outcomes for PP.</p> <p>Case studies have shown that schools provide an enriched curriculum and experiences have better attainment, behaviour and well-being from students.</p> <p>We have identified that many of our disadvantaged children lack the life experiences of their non -disadvantaged peers. To address this we have worked to create a curriculum aimed to tackle this issue.</p> <p>The Chartered College of Teaching states:</p> <p>“a balanced and broadly based curriculum which (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and (b) prepares such pupils for the opportunities, responsibilities</p>	<p>Through careful planning of each Learning Challenge, so that opportunities are provided to broaden life experiences and develop a better understanding of the world.</p> <p>Phases will plan together, taking into account the knowledge and skills needed for each Learning Challenge. The knowledge and skills will be revisited at different times throughout the year to ensure that learning is, ‘sticky’.</p> <p>Monitoring of subject leads.</p> <p>Monitoring and ‘deep dives’ in foundation subjects.</p> <p>Book scrutinies.</p>	<p>AW &amp; CLH</p>	<p>July 20</p>
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**Total budgeted cost**

**ii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
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<p><b>Monitor attendance and lateness. Termly meetings with attendance coordinator and attendance officer.</b></p> <p><b>Daily phone calls for all disadvantaged not in school before 9.30.</b></p> <p><b>Regular attendance letters and summaries sent to parents to keep them aware of expectations and the attendance of their child/ren.</b></p> <p><b>Continue to offer and target PP children for free before school club.</b></p>	<p>All PP pupils to be in school 95%+ and lateness reduced/eradicated- attendance coordinator to monitor and organise attendance panels on a termly basis.</p> <p>To reduce persistent absenteeism amongst disadvantaged children</p> <p>To reduce lateness amongst disadvantaged children</p>	<p>Pupils need to access learning in order to improve attainment and achievement.</p> <p>Research such as NFER demonstrates addressing attendance is a key step.</p>	<p>Monitoring of attendance and lateness half termly.</p> <p>Close liaison between Attendance Officers (CLH), Pupil Premium co-ordinator and Headteacher in identification of pupils and effective procedures in place.</p>	<p>CLH</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					
<b>7. Additional detail</b>					

