

# Loatlands Primary School Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The statement has been completed in line with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Loatlands Primary School
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year / years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	31.12.2021
Date on which it will be reviewed	31.10.2022
Statement authorised by	Laura Buckley
Pupil Premium Lead	Laura Buckley
Governor / Trustee Lead	Tina Rippon

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£83,390.00
Recovery premium funding allocation this academic year	£10,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,108.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,648.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Loatlands Primary School we aim to ensure that all pupils, regardless of their socio-economic background, are able to access a high-quality curriculum offer which provides high quality first teaching and enables them to achieve well and make good progress in all subject areas because we recognise that 'good teaching is the most important variable schools have to improve outcomes for disadvantaged pupils' (EEF). The children access learning which instils in them both the academic skills to excel in their future chosen area and also the school values of resilience, respect and curiosity which will ensure that they become lifelong learners because our curriculum offer also extends beyond the academic. We do so by offering a diverse range of extra-curricular clubs and experiences that, in many cases, children may not have been able to access and therefore expand their cultural capital.

Our aim is to ensure that we provide pupils with an ambitious and challenging curriculum that provides them with both substantive and disciplinary knowledge that will equip them for careers that they aspire to. Pupils will develop an understanding of themselves as a learner and their own metacognitive strategies in order to allow pupils to take ownership of their own learning.

At Loatlands we recognise that, for some pupils, there may be barriers to accessing this curriculum offer that may set them at a disadvantage from their peers and that, sometimes, these pupils may experience multiple barriers. We aim to ensure that our approach is inclusive to all pupils regardless of these barriers.

We believe strongly that good learning cannot take place without a good relationship and strive to build strong, lasting relationships with pupils and their families in order to ensure that parents and carers can be involved in their child's learning journey. It is our intention that this will, in turn, support the aspirations of families in our community and a high attendance rate of all children.

Staff receive training on the impact of disadvantage on a child's life and ensure that assumptions are not made about individuals based on their disadvantage but, instead, individuals are provided with support that is specific to their needs rooted in robust diagnostic assessment. All staff take responsibility for the outcomes of disadvantaged pupils and ensure that expectations are high for all.

We recognise that pupils may experience difficulties at any point during their time with us at Loatlands and aim to provide timely and effective support to enable pupils to narrow the gaps between their own attainment and that of their peers with a focus on 'keep up' not 'catch up'

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal data demonstrates that outcomes in Reading, Writing and Maths for disadvantaged pupils are significantly below their non-disadvantaged peers.
2	Attendance (including lates) of disadvantaged pupils is below that of their non-disadvantaged peers (this has been further compounded by the COVID-19 pandemic)
3	24% of disadvantaged pupils are also on the SEND register and require additional provision to support their access to learning particularly related to SEMH
4	The engagement of disadvantaged pupils in extra-curricular clubs and activities offered to extend their cultural capital is lower than their non-disadvantaged peers.
5	Assessments and observations in both Nursery and Reception indicate low levels of oracy among disadvantaged pupils.
6	49% of wellbeing slips logged by staff in the last 12 months are attributed to our disadvantaged pupils. A significant proportion of these are related to poor mental health.
7	Engagement of parents of disadvantaged pupils at events such as parents evening and in home learning activities is lower than for non-disadvantaged children (34% of PP parents did not attend parents evening in October 2021 compared with 18% of all parents and 14% of non-PP parents)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will make at least expected progress in Reading, Writing and Maths. Many pupils will make accelerated progress.	A shrinking attainment gap between PP pupils and their peers in Reading, Writing and Maths EYFS, KS1 and KS2 outcomes will demonstrate that disadvantaged pupils perform at least in line with national for meeting the expected standard (EXS) in Reading, Writing and Maths.

	<p>An increasing proportion of pupils are working at Greater Depth within the Expected Standard (GDS) by the end of KS1 and KS2.</p> <p>Y1 Phonics Screening outcomes will demonstrate that 90% of disadvantaged pupils meet the expected standard in phonics by the end of Y1 and 100% by the end of Y2.</p>
<p>Attendance (including lates) of disadvantaged pupils will increase</p>	<p>Attendance for all disadvantaged pupils will be in line with their peers or at least in line with the school's expectation of 96%.</p> <p>No disadvantaged pupils will be persistently absent.</p> <p>Parents will be provided with regular updates regarding their child's attendance and monitoring and support will be in place for those whose attendance falls below 90%</p>
<p>Levels of oracy in EYFS will improve</p>	<p>The school will successfully implement the NELI programme.</p> <p>Those children participating in the NELI programme will demonstrate significantly improved oracy in Reception through baseline and impact data.</p>
<p>Disadvantaged pupils will access interventions that are specifically tailored to meet their needs</p>	<p>Provision maps and One Page Profile documents will ensure that appropriate provision is made for disadvantaged pupils, particularly those that are also on the SEND register, so that pupils are able to make progress from their starting points. This progress and the impact of the interventions will be demonstrated on the provision map.</p> <p>SEMH interventions and provision will be targeted to ensure that it meets the needs of disadvantaged children as this is the school's primary area of need.</p>

<p>Disadvantaged pupils will access a wide variety of clubs and extra-curricular activities to widen their cultural capital</p>	<p>Monitoring of the use of virtual vouchers will demonstrate that disadvantaged pupils are accessing more clubs and other activities. The school will host HAF projects during some of the holidays for families to access.</p> <p>Taster sessions for a variety of activities will ensure that there are opportunities for all children to access activities that they will enjoy.</p> <p>Pupil voice will demonstrate that pupils are participating in more clubs that they enjoy.</p> <p>Monitoring of club / activity registers will demonstrate increased attendance.</p>
<p>Pupil and parent mental health will be well supported</p>	<p>The school will engage in and refer to the MHST team that will be working with the school.</p> <p>Parents and children will have access to a full time Family Support Worker</p> <p>Children will report through the Wellbeing Survey (conducted 3x per year) that their mental health is improving and that they have the tools to address this.</p> <p>Fewer referrals for external support are required.</p> <p>Parent voice will reflect improved relationships</p>
<p>Strong home-school links will be established to further build relationships with all families, particularly those who find it difficult to engage</p>	<p>Parents will have access to a full time Family Support Worker.</p> <p>Opportunities for parent learning will be well advertised and accessed by parents.</p> <p>Attendance at events such as Parents Evening, which are focused on children's learning and development, will be equally as well attended as less formal events such as nativities.</p>

	A wider variety of events where parents can be involved in their child's learning will return e.g. reading mornings; family afternoons and coffee mornings.
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**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £33,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated leadership time for the Assistant Headteacher (0.8 of a day per week) to provide CPD and support to teaching and support staff to ensure that teaching is of a high quality and that interventions are delivered well. The AHT, with considerable expertise in SEND is perfectly placed to provide regular CPD specifically tailored to the individual needs of members of staff and as a whole group	<p>EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language Interventions (NELI) can provide +6 months additional progress but only if they are done well and that staff have had appropriate levels of CPD in order to deliver these.</p> <p><a href="https://www.eef.org.uk/publications/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/publications/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 / 3 / 5
Access to a Behaviour and Resilience Mentor through Think for the Future for 1 day per week	<p>EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress; metacognition and self-regulation can provide +7 months additional progress</p> <p><a href="https://www.eef.org.uk/publications/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6

	<a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
Provision of Maths on the Move programme for all pupils in Y1 – Y6 across a 2 year programme	EEF Research demonstrates that Behaviour focused interventions can provide +1 month additional progress; data from Maths on the Move providers demonstrates that 80% of participants improved their confidence in Maths through the programme  <a href="#">Leeds Beckett University Study</a>	1
CPD for all teaching and support staff in the delivery of the RWI Phonics programme to ensure that EYFS / KS1 pupils receive high quality phonics teaching and staff in KS2 are equipped to better support the bottom 20% of readers in their year groups.	EEF Research demonstrates that Behaviour focused interventions can provide +5 months additional progress  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
CPD for all teaching and support staff on metacognition and self-regulation	EEF Research demonstrates that metacognition and self-regulation can provide +7 months additional progress  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1
CPD for lunchtime supervision staff to support the development of pupil's emotional regulation during lunch time.	EEF Research demonstrates that social and emotional learning can provide +4 months additional progress  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	6
Provide additional Drawing and Talking CPD for 4 members of support staff so that they are able to	EEF Research demonstrates that social and emotional learning can provide +4 months additional progress	3 / 6



provide emotional support to pupils.	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Purchase of the Oxford Owl subscription service so that pupils have access to a wider variety of books at home via technology	EEF Research demonstrates parental engagement can provide +4 months additional progress <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  DfE Research regarding reading for pleasure - <a href="#">reading_for_pleasure.pdf (publishing.service.gov.uk)</a>	1 / 7
Review of the school Feedback Policy and CPD to ensure that the new policy is effective and implemented well	EEF Research demonstrates that feedback can provide +6 months additional progress  <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1
CPD for all staff on the impact of deprivation on pupils so that they are better equipped to support disadvantaged pupils	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>  <a href="#">The National College</a>  <a href="#">Closing the gap in primary schools   The Key for School Leaders (thekeysupport.com)</a>	All

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £54,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 2 Teaching Assistants (TA's) deployed across the school to provide targeted interventions for pupils in Reading, Writing, Maths, Oracy and SEMH	EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language Interventions (NELI) can provide +6 months additional progress  <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 / 3 / 5

Employment of a full time Family Support Worker to further to further develop strong relationships with families and support good attendance	EEF Research demonstrates that Parental Engagement can provide +4 months additional progress  <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2 / 6 / 7
Implementation of Learning by Questions programme for Y4 and Y5 so that they are able to access in line with Y6	EEF – Use of Digital Technology to Enhance Learning <a href="https://www.educationendowmentfoundation.org.uk/digital-technology-guidance-reports">EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>	1
Employment of an experienced teacher for small group tuition in Reading, Writing and Maths across the school.	EEF Research demonstrates small group tuition can provide +4 months additional progress  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Voucher system for all disadvantaged pupils (£100 for KS1 pupils and £200 for KS2 pupils) which can be spent on extra-curricular clubs and activities; uniform; trips and other initiatives that will widen pupils cultural capital	EEF Research demonstrates that Arts participation can provide +4 months additional progress; studies for outdoor adventure learning show a positive impact but that evidence is currently too limited to quantify this in terms of months; physical activity can provide +1 month of additional progress  <a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	4 / 6

<p>Implementation of Lunch Bunch sessions for disadvantaged pupils that are also on the SEND register will ensure that they are better placed to learn at the end of the lunch break because they will have improved emotional regulation.</p>	<p>EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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<p><b>Total budgeted cost:</b></p>	<p><b>£ 104,849</b></p>
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The COVID-19 pandemic has meant that, during March – September 2020 and January – March 2021, attendance at school for most pupils has been extremely limited with only those considered vulnerable and / or the children of vital workers allowed to attend the setting. Our online learning offer was rapidly established and all pupils learning at home had daily access to teaching and support from their teacher and a teaching assistant. However, this can never take the place of face to face teaching. Families were supported to access online learning through the provision of devices; regular phone calls to offer supported and the provision of paper based resources if no other alternative learning was possible for those pupils. A resource cupboard with books, paper, pens, pencils and other resources was established for families to access and a community library of books was established (and has been retained) to offer additional reading materials.

National testing was cancelled in both July 2020 and July 2021 so there has been no national data. However, internal assessments throughout the pandemic have shown that, while our disadvantaged learners at Loatlands have not necessarily seen the gaps between them and their peers widen, vital time in which we could have been closing those gaps (which are significant) has been lost.

We recognise that disadvantaged pupils are not one homogenous group and a variety of strategies and approaches will be required to address the needs and gaps in learning for these pupils and this will be achieved through tailored, target support for both academic and social and emotional needs.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Behaviour and Resilience Mentor	Think for the Future
Maths on the Move	Fiesta Sports

### Service Pupil Premium funding

Measure	Details
<b>How did you spend your service pupil premium allocation last academic year?</b>	<ul style="list-style-type: none"> <li>- Delivery of wellbeing interventions focusing on mental health; self-esteems; social skills; resilience and respect.</li> <li>- Beanstalk Catch Up Reading Programme</li> <li>- Use of Virtual Vouchers to support access to additional clubs in order to build and sustain relationships</li> <li>- Revision sessions for pupils focusing on areas in which pupils have gaps in their learning.</li> </ul>
<b>What was the impact of that spending on service pupil premium eligible pupils?</b>	<ul style="list-style-type: none"> <li>- 67% of pupils eligible for SPP achieved or are on track to achieve EXS+ in Reading and 50% are on achieved or are on track to achieve EXS in Writing and Maths at the end of KS2.</li> </ul>

### Further Information

In the academic year 2021/22 the school will be working with a local NHS Mental Health Support Team (MHST) following a successful expression of interest to the new team being established for the Kettering area. This work will enable us to make referrals for pupils who have low level mental health concerns and provide us with tools and support to ensure that these issues do not escalate for those pupils.

The Headteacher is also completing the Senior Mental Health Lead in Schools training that is being fully funded through the DfE grant.

These initiatives will provide further mental health support for pupils, families and staff in our community.