

Loatlands Primary School Pupil Premium Strategy 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the period 2021 to 2024) 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	391
Proportion (%) of pupil premium eligible pupils	21.5%
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 Reviewed on 28.11.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	Laura Buckley
Pupil Premium Lead	Laura Buckley
Governor / Trustee Lead	Sarah Adams

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£94,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£94,810

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.	<p>A shrinking attainment gap between PP pupils and their peers in Reading, Writing and Maths</p> <p>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> <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>
Attendance (including lates) of disadvantaged pupils will increase	<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>
Levels of oracy in EYFS will improve	<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>
Disadvantaged pupils will access interventions that are specifically tailored to meet their needs	<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>

Intended outcome	Success criteria
<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.</p> <p>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> <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.</p>

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: £23,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 / 3 / 5</p>
<p>Access to a Behaviour and Resilience Mentor through Think for the Future for 1 day per week</p>	<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>Behaviour interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Maths on the Move programme for all pupils in Y1 – Y6 across a 2 year programme</p>	<p>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</p> <p>Leeds Beckett University Study</p>	<p>1</p>
<p>Continued, regular CPD and development opportunities 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.</p>	<p>EEF Research demonstrates that Behaviour focused interventions can provide +5 months additional progress</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>CPD for all teaching and support staff on the Great Teaching Toolkit to build on the work around metacognition and self-regulation from the academic year 2021-22</p>	<p>EEF Research demonstrates that metacognition and self-regulation can provide +7 months additional progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</p>	<p>1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching and support staff on the use of the SEND 5 A Day approach	EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)	1

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 Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	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 Parental engagement EEF (educationendowmentfoundation.org.uk)	2 / 6 / 7
Implementation of Learning by Questions programme across KS2	EEF – Use of Digital Technology to Enhance Learning EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Small group tuition EEF (educationendowmentfoundation.org.uk)	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 Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4 / 6
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.	EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 94,810

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 2021 to 2022 academic year.

The dedicated leadership time provided to the Assistant Headteacher has enabled training for the support staff on the SEND Code of Practice; Developing Writing; Dyscalculia / Dyslexia; The Ladder of Inference; Colourful Semantics; SEND Screening Tools; supporting children with ASD / ADHD; the TA role in supporting in the classroom; Comic Strip Conversations; Read, Write Inc (RWI); supporting pupils with anxiety; Behaviour Magic; tracking involvement levels and the Leuven Scale; Behaviour as Communication; Emotional & Physical Containment. It is important that this continues during the academic year 2022-23 to further develop the expertise of support staff and ensure that the training provided has a direct impact on pupils. The Ofsted inspection in March 2022 found that pupils were well supported by TAs and that they understood and catered for their needs. All staff have also received CPD on the impact of deprivation on pupils and how to support pupils better. Further training will take place in the academic year 2022-23 to support staff to continue to develop their expertise in this area and ensure that they do not apportion 'blame' but focus on addressing areas within their gift to ensure that disadvantaged pupils reach their full potential.

Access to a Behaviour & Resilience Mentor through the Think for the Future has provided 34 pupils across KS2 weekly access to a trained mentor and provide them with an opportunity to talk and learn about the importance of self-esteem and how they can tackle low self-esteem; building empathy; self-regulation; constructive conversations and coping mechanisms (these are examples and not exhaustive). 11 of these 34 pupils have had no recorded Wellbeing or Behaviour Incidents since April 2022. A further 15/34 have recorded 3 or fewer Behaviour Incidents in the same time period. Of the remaining 8 pupils, 3 have had 3 or fewer Wellbeing Concerns logged since April 2022. The final 5 pupils continue to have significant behaviour and/or wellbeing concerns identified and are receiving additional support (for example through the Mental Health Support Team – MHST) alongside the Think for the Future Programme. This programme will continue in to the academic year 2022-23.

Through the provision of the Maths on the Move programme, pupils in Y1, Y3 and Y5 have been provided with a weekly opportunity to consolidate Maths learning through active movement lessons. While it is difficult to apportion impact solely to this programme in terms of Mathematical attainment, pupils and staff report high engagement levels in pupils that otherwise struggle to access Maths learning. Teachers are provided with information regarding pupils that have struggled with concepts covered and those that have achieved well regularly. This programme will also continue in the academic year 2022-23 and provide pupils in Y1, Y3 and Y5 (who

previously were in YR, Y2 and Y4 and therefore did not participate in the programme) with the opportunity to participate.

While only 57% of all pupils and 45% of pupils eligible for Pupil Premium achieved the expected standard in the Y1 Phonics Screening Check in June 2022, training for all teaching and support staff in the effective delivery of the Read, Write Inc (RWI) programme has ensured that the standard of teaching and learning in Phonics sessions is now good across all groups. The streaming of phonics groups across Y1, Y2 and Y3 has enabled teaching to be much more tightly focused in line with pupil needs and pupils are now making good progress through the scheme. Regular assessments across the academic year 2022-23 and continued training will ensure that gaps in pupil knowledge will be addressed more rapidly and the impact of this will be seen in 2022-23.

Training has been provided to Lunchtime Supervisors regarding games and support for pupils at lunchtime. During the Summer Term (April 2022 to July 2022) there were 110 recorded lunchtime incidents. This represents a reduction of almost 50% when considered in comparison to the Spring Term (January 2022 – March 2022) when there were 197 reported incidents and the Autumn Term (September 2021 to December 2021) when there were 219 reported incidents. Further training will take place during the academic year 2022-23 to ensure that lunchtimes are a safe space for all of our children. The provision of Lunch Bunch sessions for key individual pupils has supported a reduction in recorded incidents for these pupils. During the academic year 2022-23 it will be important to increase capacity for these sessions to ensure that they continue for those pupils who need it while providing sessions for additional identified pupils who would benefit.

Further staff have been trained in the delivery of the Drawing and Talking Programme and this was delivered to 11 pupils across the academic year 2021-22. These pupils then have 23% fewer wellbeing concerns raised about them by staff and also have the appropriate tools to access support should they need it.

The use of the Oxford Owl e-library was instrumental during the COVID-19 pandemic in ensuring that pupils had access to a wide variety of books that were well matched to their phonics ability. However, this subscription is no longer necessary as the school has purchased the RWI Book Bag Books and these better match pupil's phonics learning.

A review of the Feedback Policy has taken place and staff have trialled a whole class feedback model in English. This has enabled teaching staff to better identify gaps in pupil learning and ensure that the feedback that they provide is effective and timely.

Level 2 TAs continue to be deployed across the school to deliver intervention programmes such as the NELI Programme (Nuffield Early Language Intervention) and pre and post teaching sessions in English and Maths. A language screening tool was used to identify pupils that would benefit from the NELI programme. 18 pupils were identified in total. 8 of these had 'clear concerns' while 10 had 'slight concerns'. By the end of the programme, of the 8 with 'clear concerns' 5 had progressed to 'slight concerns' and 1 had progressed to 'no concerns'. Of the 10 children with 'slight concerns', 6 had made progress to 'no concerns'. While direct impact data is not available for many of the other interventions, Ofsted in March 2022 found that pupils were well supported by TAs that understood their needs well. Next steps will involve developing weekly intervention monitoring formats and the whole school provision map to include detailed entry and exit data so that the impact can be more accurately measured.

The employment of a full time Family Support Worker has provided support and Early Help to families to ensure that concerns and issues do not escalate. There are currently 11 families with open EHAs but the school has no families at Child Protection (CP) Level and only 2 families at Child in Need (CIN) Level. Given the size of the school, these numbers are low and can largely be attributed to the high quality of early support provided by the Family Support Worker. The Family Support Worker works with a large range of agencies to provide help to families at the earliest possible time. She has worked hard to develop relationships with families and pupils.

Unfortunately, due to capacity issues, we have been unable to implement the Learning by Questions (LBQ) Programme and Small Group Tutoring during the academic year 2021-22. These initiatives will be moved to the academic year 2022-23 instead.

The Virtual Voucher scheme has continued to be provided for all pupils eligible for Pupil Premium. This is equivalent to £100 per annum for pupils in KS1 and £200 per annum for those in KS2. During the academic year 2021-22 it was accessed by 87.4% of parents of pupils eligible for Pupil Premium to pay for trips, uniform and clubs. However, only a small proportion (15%) used the voucher towards clubs – the majority used it to fund trips and uniform. During the academic year 2022-23, it will be important to ensure that a wider variety of opportunities to spend this money is provided for children and that they are actively encouraged to use it.

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
NELI Programme	Nuffield Early Language Intervention

Service Pupil Premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> - Delivery of wellbeing interventions focusing on mental health; self-esteems; social skills; resilience and respect. - Beanstalk Catch Up Reading Programme - Use of Virtual Vouchers to support access to additional clubs in order to build and sustain relationships - Revision sessions for pupils focusing on areas in which pupils have gaps in their learning.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> - 100% of pupils eligible for SPP achieved EXS+ in Reading - 0% are on achieved EXS+ in Writing and Maths at the end of the last academic year.

Further Information

The school began working with a local NHS Mental Health Support Team (MHST) in the academic year 2021/22 following a successful expression of interest to the new team being established for the Kettering area. This work enabled 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. This work will continue throughout the academic year 2022/23

The Headteacher and SEND Manager also completed the Senior Mental Health Lead in Schools training that was fully funded through the DfE grant.

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