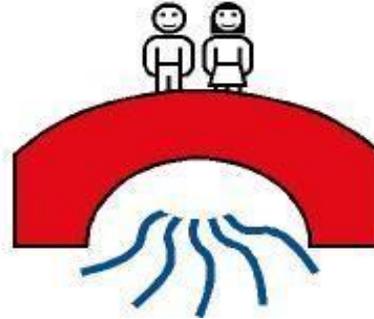


# **Loddon Primary School**



## **Pupil Premium Strategy**

**2017-2018**

### **What is Pupil Premium?**

**'Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.'**

Pupil Premium funding is available to:

- Local authority maintained schools, including special schools and pupil referral units (PRUs)
- Voluntary-sector alternative provision, with local authority agreement
- Special schools not maintained by the local authority
- Academies and free schools, including special and AP academies

In the financial year 2016-2017 the school received **£1,320** for pupils in F2-Y6 who had been registered as eligible for free school meals at any point in the last 6 years. The total amount received combined with Early Years Pupil Premium was £31, 886.70.

In the financial year 2017-2018 the school will receive **£1,320** for each pupil in F2-Y6 who has been registered as eligible for free schools meals at any point in the last 6 years.

Schools are entitled to **£1,900** for any pupil who has left local authority care because of one of the following:

- Adoption
- A special guardian order
- A child arrangements order
- A residence order

Children who have been in local authority care for 1 day or more also attract **£1,900** of Pupil Premium funding. Funding for these pupils goes to the Virtual School Head in the Local Authority that looks after the child. We do not currently have any pupils that are in receipt of this funding.

### **Ever 6 FSM**

Pupil Premium for 2017-2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2011 as well as those first known to be eligible in January 2017.

**It is important that parents of children in Reception - Year 2 still apply if eligible for FSM as this is the only way the school will receive additional funding.**

### **Early Years Pupil Premium (EYPP)**

EYPP is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 years old.

Children must receive free early education in order to attract EYPP funding.

Once a child previously eligible for EYPP starts school they will not become automatically eligible for the school-age pupil premium. Parents need to re-apply if still eligible.

We recognise that children who have been identified as funded 2 year olds may fall into the vulnerable group; therefore we will review progress and offer provision as appropriate.

### **Eligibility**

Families will attract EYPP / PP / LAC / adopted funding if they meet at least one of the following criteria:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit 'run-on' - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

**'Pupil Premium funding is provided to raise the attainment of disadvantaged pupils of all abilities to reach their full potential.'**

We recognise that not all pupils are socially disadvantaged, however still provide provision to enable good achievement.

### **Our approach to Pupil Premium**

#### **Objectives**

Our Pupil Premium funding aims to:

- Provide additional educational support to improve the progress and raise the standard of achievement of pupils in receipt of Pupil Premium funding

- Narrow and close the gap between the achievement of these pupils and their peers
- Reach the pupils who need it most and aim to make an impact on their education and lives
- Ensure full access to the curriculum
- Provide extra-curricular enrichment opportunities

### **Strategies used by the school when planning for Pupil Premium pupils**

- Pupil Premium will be identified in the school budget
- The school will aim to ensure that the Pupil Premium funding is spent effectively on provision that accelerates progress and promotes wellbeing; as well as providing enrichment opportunities for pupils in receipt of funding
- Governors oversee the budget spend and receive updates on the progress of Pupil Premium pupils
- The budget spend will be detailed to show the allocation each pupil has received
- Parents are encouraged to ask for financial support
- The school informs parents about Early Years Pupil Premium and Pupil Premium funding and how to register; using the school newsletter and in welcome packs for new pupils
- Data will be tracked with the aim of ensuring pupils make expected and where necessary accelerated progress
- School will continue to research further strategies and interventions to improve the progress and attainment of pupils

### **Monitoring and evaluating**

- We track the progress of all pupils including Free School Meal and Pupil Premium half termly
- Pupil Premium pupils will be tracked individually and as a group
- Pupil Premium pupils are discussed at Pupil Progress Meetings with the Headteacher and during discussions with the Inclusion Leader
- Where pupils are not making progress, existing provision will be explored and changed if necessary
- Where the provision allows, data and impact will be monitored

### **Barriers**

We look for barriers that may prevent our Pupil Premium pupils from making expected progress.

Our investigations to date have revealed:

- 69% of our pupils live out of catchment (including EYPP) - *previously 78%*
- 14% have additional SEN needs (including EYPP)
- 46% are currently FSM (excluding EYPP)
- 46% have their own or have experienced others with emotional / mental health needs (excluding EYPP)
- Scores on the wellbeing and involvement scales show:

23 children have data	Wellbeing	Involvement
High	61%	74%
Medium	39%	17%
Low	0%	6%

- There were 16 incidents of behaviour recorded for Pupil Premium children in the last academic year (excluding EYPP)
- Attendance figures shows the average attendance for each term are (including EYPP):
  - Autumn 2016 - 96.18%
  - Spring 2017 - 96.60%
  - Summer 2017 - 95.32%
  - Average for the whole year - 96.0%

We have introduced Pupil Premium Champions. Each pupil has a different member of staff assigned to them. We are hoping that the Pupil Premium Champions, alongside teachers will be able to identify any further barriers that the pupils may have with learning or emotional wellbeing whilst developing positive relationships with pupils

### **Outcomes for Pupil Premium pupils 2016-2017**

**Our tracking and evaluation systems indicate the following progress:**

Reading - 92% 5 steps or more	Reading - 75% 6 steps or more
Writing - 88% 5 steps or more	Writing - 79% 6 steps or more
Maths - 92% 5 steps or more	Maths - 75% 6 steps or more

17% (4 pupils) made accelerated progress in reading (more than 6 steps)  
 25% (6 pupils) made accelerated progress in writing (more than 6 steps)  
 17% (4 pupils) made accelerated progress in maths (more than 6 steps)

Pupil Premium (Year 1-6) Summer 2 2016 - Summer 2 2017			
24 pupils	Reading	Writing	Maths
Progressed by 6 steps	18 (75%)	19 (79%)	18 (75%)
Progressed by 5 steps	4 (17%)	2 (8%)	4 (17%)
Progressed by 4 steps	2 (8%)	1 (4%)	1 (4%)
Progressed by 3 steps	0 (0%)	2 (8%)	1 (4%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)

**Nursery** children in receipt of Early Years Pupil Premium made on average **4.4** steps progress.

**F2** - there were no pupils in receipt of funding

**Y1** children in receipt of Pupil Premium made on average **5.0** steps progress compared to non- pupil premium pupils who made **5.4** steps progress.

**Y2** children in receipt of Pupil Premium made on average **5.7** points progress compared to non- pupil premium pupils who made **5.9** points progress.

**Y3** children in receipt of Pupil Premium made on average **5.6** steps progress compared to non- pupil premium pupils who made **6.1** steps progress.

**Y4** children in receipt of Pupil Premium made on average **6.1** steps progress compared to non- pupil premium pupils who made **5.9** steps progress.

**Y5** children in receipt of Pupil Premium made on average **5.9** steps progress compared to non- pupil premium pupils who made **6.2** steps progress.

Y6 children in receipt of Pupil Premium made on average 7.4 steps progress compared to non- pupil premium pupils who made 6.5 steps progress.

Average steps progress for all Pupil premium pupils is 5.7 steps progress

	Average steps progress - progress compared to NOT PP	Reading	Writing	Maths
Nur	PP	4.0	3.3	5.7
Y1	PP	5.0	5.0	5.0
	Not PP	5.7	5.3	5.3
	All pupils	5.7	5.3	5.3
Y2	PP	5.5	6.3	5.5
	Not PP	5.7	6.0	6.0
	All pupils	5.7	6.0	6.0
Y3	PP	5.6	5.8	5.6
	Not PP	6.1	6.2	5.9
	All pupils	6.0	6.1	5.8
Y4	PP	6.6	5.7	6.0
	Not PP	6.0	6.0	5.9
	All pupils	6.1	6.0	5.9
Y5	PP	5.8	6.0	6.0
	Not PP	6.3	6.3	6.3
	All pupils	6.3	6.3	6.3
Y6	PP	7.0	7.5	7.5
	Not PP	6.3	6.5	6.6

	<b>All pupils</b>	6.4	6.6	6.6
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27 pupils- including Early Years	Reading	Writing	Maths
Pupils working <b>below</b> expectation (%)	3 (11.1%)	3 (11.1%)	3 (11.1%)
Pupils working <b>at</b> expectation (%)	12 (44.4%)	16 (59.2 %)	16 (59.2 %)
Pupils working <b>above</b> expectation (%)	12 (44.4%)	8 (29.6%)	8 (29.6%)

We plan to continue focusing on children who did not make the expected 6 steps progress in reading, writing or maths and / or who did not reach secure + at the end of the summer term; whilst ensuring all pupils make good progress

Review of expenditure							
Previous Academic Year		2016-2017					
Desired outcome	Chosen action/approach	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		
Ensure that Pupil Premium pupils do the same if not better than Not Pupil Premium pupils in Reading, Writing and Maths To ensure that 85% of Pupil Premium pupils are working at age related expectations in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>Half termly data tracking to ensure children are on track</li> <li>Compare PP to not PP on Target Tracker at half termly points</li> <li>PP children to be discussed in termly Pupil Progress meetings</li> <li>IL to meet with staff if children not progressing to discuss provision</li> </ul> <u>Provision identified to support learning:</u> <ul style="list-style-type: none"> <li>1:1 tuition - Year 4 pupils</li> <li>Additional teaching time with</li> </ul>	Average steps progress (Y1-6):		Important to communicate with all staff who PP pupils are and what we are trying to achieve Tracking data and regular discussion ensured that pupils are identified if not making progress Greater discussion about	£16, 933.04		
			Reading			Writing	Maths
		All PP	5.9			6.1	6.0
	Not PP	6.0	6.1	6.0			
		(EYPP + PP) 88% working at or above expected in <b>Reading</b> 88% working at or above expected in <b>Writing</b> 88% working at or above expected in					

<p>To ensure that Pupil Premium pupils make at least 6 steps of progress in Reading, Writing and Maths and accelerated progress if below their chronological age</p>	<p><i>qualified teacher - Y4-6</i></p> <ul style="list-style-type: none"> <li>• <i>Summer Language Camp - Y2-3</i></li> <li>• <i>Additional support for PP children in class - all years</i></li> <li>• <i>Additional intervention with TAs - all years</i></li> <li>• <i>Morning reading sessions - Y1-Y2 (2 sessions before carrying into next budget year)</i></li> <li>• <i>Small ratios in FSU to provide EYPP children with greater learning opportunities</i></li> <li>• <i>Reading dog for part of the year</i></li> </ul>	<p><b>Maths</b></p> <p>75% pupils made 6 steps progress in <b>Reading and Maths</b></p> <p>79% pupils made 6 steps progress in <b>Writing</b></p> <p><u>During dedicated 1:1 teaching sessions</u></p> <p>3 children made expected progress (6 steps) and 3 children made accelerated progress (between 7-9 steps)</p> <p><u>During 1:1 tuition</u></p> <p>2 children made expected progress during the intervention (2 steps) and 2 made accelerated progress (3 steps)</p> <p>Children loved reading with the dog and were always keen to do this</p> <p>See Summer Camp review</p>	<p>interventions that have good results needs to be explored further in line with the SEN review</p> <p>1:1 tuition and targeted teaching from qualified teachers has ensured good progress</p> <p>The Summer Camp although a great idea and well delivered did not necessarily reach the pupils we needed it to</p> <p>The introduction of morning reading sessions showed promise and should be continued into the next budget year</p>	
<p>Enable Pupil Premium pupils to have access to enrichment activities</p>	<ul style="list-style-type: none"> <li>• All trips funded including residential</li> <li>• Berkshire Maestros 1.1 / group music lessons and instrument hire for Y4 school lessons <ul style="list-style-type: none"> <li>• Swimming lessons funded</li> </ul> </li> <li>• Opportunities to attend paid clubs before school</li> <li>• Opportunities to access holiday club provision</li> </ul>	<p>Monitoring completed following trips showed that: all children enjoyed the trips and were keen to go on others - see monitoring form for reasons</p> <p>Children were able to attend trips and enjoy the same as their peers if wished</p> <p>Parents who struggle with childcare in the holidays know to ask for support</p> <p>Children enjoy music lessons and perhaps wouldn't otherwise get the opportunity to play or take an instrument home - lessons are already</p>	<p>Ensure that the most hard to reach parents are clear about the opportunities their child can have</p> <p>Work more with outside school providers to ensure children get to benefit from enrichment activities</p>	<p>£4385.55</p>

		subsidised by Berkshire Maestros for PP pupils		
Ensure that the emotional wellbeing needs of pupils are being met so that they are able to make good progress	<ul style="list-style-type: none"> <li>• 1:1 nurture sessions with nurture assistants / Inclusion Leader</li> <li>• Nurture group - Reception transitioning to Y1 <ul style="list-style-type: none"> <li>• Lunchtime Club</li> </ul> </li> <li>• Wellbeing and Involvement scales completed</li> <li>• EBD TA to support pupils during PPA afternoons</li> <li>• Sessions with an ARC counsellor as required</li> <li>• Pupil Premium Champions introduced</li> <li>• IL to spend time meeting with the pupils whilst gaining their views to better understand barriers to learning</li> </ul>	<p>Children enjoy and look forward to nurture sessions - they value the time to talk about their concerns and worries and during group sessions benefit from time to interact with their peers</p> <p>Wellbeing and Involvement scales are being used to track progress</p> <p>An ARC counsellor provided 1:1 sessions for individual children when it was felt they needed more than nurture work</p> <p>Introduction of PP Champions seemed successful with staff being able to get to know pupils and develop positive relationships</p> <p>Monitoring and discussion gave the IL a better understanding of pupil's needs</p> <p>The EBD TA was able to support pupils to make good choices and provide support as required</p>	<p>The emotional wellbeing of our pupils is important to us at Loddon and we wish to continue with all of the support as required</p> <p>PP Champions will need to change following monitoring as it proved challenging to get to know children if staff were not working within their class</p>	£7748.37
Ensure that parents / carers of Pupil Premium pupils are fully informed and supported so that the best outcomes can be achieved for their children	<ul style="list-style-type: none"> <li>• Write to parents to explain the Pupil Premium champion role and to remind about the core provision that is on offer</li> <li>• IL and PSA to be available at parents evening to discuss pupils</li> <li>• IL to be in email contact with all parents in order for easy access</li> </ul>	<p>Almost all parents were happy for their child to have a PP Champion</p> <p>Parents often now email the IL to ask for support - they know what they are entitled to e.g. homework clubs / trips etc.</p> <p>More parents came to see the IL at parents evening to discuss their child's</p>	<p>Ensure in email contact with all PP parents to enable easier contact</p> <p>FSM forms to be completed on home visits if possible</p> <p>By calling PP parents first it ensures they</p>	£1856.61

	<ul style="list-style-type: none"> <li>• Parent Support advisor to contact all parents to discuss any support that may be required</li> <li>• Parent Support Advisor to provide follow up support as required</li> <li>• Offer homework club to all Y2-Y6 pupils before it is opened to other pupils</li> <li>• IL to add termly reminders to newsletter to encourage parents to apply for FSM</li> <li>• Collate attendance data to ensure pupils have good attendance - work with parents if this is low</li> <li>• Monitor attendance at parents evening and contact parents who have not signed up</li> </ul>	<p>needs</p> <p>The PSA made contact with most parents - many of which felt they didn't need support at that time</p> <p>Homework Club provides a valuable resource to support PP and other pupils (PP pupils are offered places first) - monitoring showed that children like getting their homework done and would like it to continue. See monitoring for more detail</p> <p>Reminders are put in the newsletters but it can be challenging to get forms completed</p> <p>Attendance data is tracked (see barriers) the HT and Attendance officer follow up and work with parents when attendance / punctuality is low</p>	<p>have the first choice of homework club spaces</p> <p>Ensure we follow up before parents attend parents evening if they have not signed up</p>	
Total cost - including £452.15 misc. e.g. resources to support access and uniform				£31,375.72

Planned expenditure				
Academic year	2017 -2018			
Desired outcomes to achieve	Chosen action / approach	What is the evidence and rational for this choice	How will you ensure if gets implemented well?	When will you review the implemenantation?
Ensure that Pupil	<ul style="list-style-type: none"> <li>• Half termly data tracking to ensure</li> </ul>	We want to continue to diminish	Monitoring and	Half termly or at

<p>Premium pupils do the same if not better than Not Pupil Premium pupils in Reading, Writing and Maths</p> <p>To ensure that 85% of Pupil Premium pupils are working at age related expectations in Reading, Writing and Maths</p> <p>To ensure that Pupil Premium pupils make at least 6 steps of progress in Reading, Writing and Maths and accelerated progress if below their chronological age</p>	<p>children are on track</p> <ul style="list-style-type: none"> <li>• Compare PP to not PP on Target Tracker at half termly points</li> <li>• PP children to be discussed in termly Pupil Progress meetings</li> <li>• IL to meet with staff if children not progressing to discuss provision</li> </ul> <p><u>Provision identified to support learning:</u></p> <ul style="list-style-type: none"> <li>• <i>Story sacks to support EYPP with language development</i> <ul style="list-style-type: none"> <li>• <i>Reading book boxes - Y3-6</i></li> <li>• <i>1:1 tuition for - Year 4 pupils</i></li> </ul> </li> <li>• <i>Additional teaching time with qualified teacher - Y4-6</i></li> <li>• <i>Additional support for PP children in class - all years</i></li> <li>• <i>Additional intervention with TAs - all years</i> <ul style="list-style-type: none"> <li>• <i>Morning reading / maths sessions as required</i></li> </ul> </li> <li>• <i>Sensory Circuits to support concentration and attention in the classroom</i></li> </ul>	<p>the difference wherever possible for children in receipt of Pupil Premium funding / or to ensure children working at or above continue to make expected or better progress</p> <p>By tracking regularly it enables us to identify children not making progress</p> <p>Reading intervention - some children require additional intervention to increase their accuracy and comprehension</p> <p>1:1 tuition and dedicated teacher time ensures regular weekly support to target specific gaps in learning</p> <p>Some children require regular OT breaks and support to settle first thing in the morning</p>	<p>evaluation of data and intervention</p>	<p>the beginning and end of intervention</p>
<p>Enable Pupil Premium pupils to have access to enrichment activities</p>	<ul style="list-style-type: none"> <li>• All trips funded including residential</li> <li>• Berkshire Maestros 1.1 / group music lessons and instrument hire for Y4 school lessons <ul style="list-style-type: none"> <li>• Swimming lessons funded</li> </ul> </li> <li>• Swimming crash courses in the summer holidays / fun splash sessions funded</li> <li>• Opportunities to attend paid clubs before</li> </ul>	<p>Children have access to all enrichment activities and experiences the same as their peers</p> <p>They get to experience activities in which they may have a particular interest / strength</p>	<p>Monitoring and evaluation through pupil conversations</p> <p>Regular discussion with the school office to ensure parents are reminded if they</p>	<p>On-going throughout the year</p>

	<p style="text-align: center;">school</p> <ul style="list-style-type: none"> <li>• Opportunities to access holiday club provision</li> </ul>		are entitled to an enrichment activity	
<p>Ensure that the emotional wellbeing needs of pupils are being met so that they are able to make good progress</p>	<ul style="list-style-type: none"> <li>• 1:1 nurture sessions with nurture assistants / IL <ul style="list-style-type: none"> <li>• Lunchtime Club</li> </ul> </li> <li>• Wellbeing and Involvement scales completed - all pupils</li> <li>• Emotional Literacy screening / intervention -Y3-6 <ul style="list-style-type: none"> <li>• EBD TA to support pupils during PPA afternoons</li> </ul> </li> <li>• Sessions with an ARC counsellor as required <ul style="list-style-type: none"> <li>• Pupil Premium Champions</li> </ul> </li> <li>• IL to spend time meeting with the pupils and gaining their views to better understand barriers to learning</li> </ul>	<p>We have a number of pupils who have emotional wellbeing concerns which have been identified through screening and discussions with parents / pupils</p>	<p>Regular discussions with school staff and parents Monitor Wellbeing and Involvement scores</p>	<p>On-going throughout the year</p>
<p>Ensure that parents / carers of Pupil Premium pupils are fully informed and supported so that the best outcomes can be achieved for their children</p>	<ul style="list-style-type: none"> <li>• IL to be in email contact with all parents in order for easy access <ul style="list-style-type: none"> <li>• IL and PSA to be available at parents evening to discuss pupils</li> </ul> </li> <li>• Parent Support Advisor to provide follow up support as required <ul style="list-style-type: none"> <li>• Offer homework club to all Y2-Y6 pupils before it is opened to any other pupils</li> </ul> </li> <li>• IL to add termly reminders to newsletter to encourage parents to apply for FSM</li> <li>• Collate attendance data to ensure pupils have good attendance / punctuality - work</li> </ul>	<p>It was felt that initially parents did not know what they were entitled to or who to speak to if they needed advice Homework Club is offered to provide support for pupils Some parents of Pupil Premium pupils do not make it to parents evening and we want to understand the reasons why and provide alternatives where possible</p>	<p>Reminders in the calendar to ensure parents are contacted regularly and to ensure tasks and follow ups are completed</p>	<p>On-going throughout the year</p>

	<p>with parents if this is low</p> <ul style="list-style-type: none"><li>• Monitor attendance at parents evening and contact parents who have not signed up<ul style="list-style-type: none"><li>• Gain parents views</li></ul></li></ul>			
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Prepared by Gemma Didcock (Inclusion Leader)