

Loxford School - Pupil Premium Impact Report – 2018-19 (PRIMARY PHASE)

Summary information (PRIMARY PHASE)					
Academic Year	2018/19				
Total number of pupils	831	Number of pupils eligible for PP in Primary Phase	176 £232,200	Date for next internal review of this strategy	08/19
Achievement Profile 2017					
		Pupils Eligible for PP		Pupils Not Eligible for PP	
Year 1 – Phonics Screening Check		63%		71%	
Year 2 – Phonics Re-Check		93%		90%	
Key Stage 1 Attainment					
% Achieving 'Expected' in Reading		81%		78%	
% Achieving 'Expected' in Writing		75%		67%	
% Achieving 'Expected' in Maths		63%		81%	
% Achieving 'Greater Depth' in Reading		6%		29%	
% Achieving 'Greater Depth' in Writing		13%		21%	
% Achieving 'Greater Depth' in Maths		25%		36%	
Key Stage 2 Attainment					
% Achieving 'Expected' in Reading		83%		74%	
% Achieving 'Expected' in Writing		78%		85%	
% Achieving 'Expected' in Maths		83%		94%	
% Achieving 'Expected' in Reading, Writing & Maths		69		72%	

% Achieving 'Greater Depth' in Reading	31%	32%
% Achieving 'Greater Depth' in Writing	11%	18%
% Achieving 'Greater Depth' in Maths	22%	34%
% Achieving 'Greater Depth' in Reading, Writing & Maths	3%	11%

Performance in 2018-19

EYFS	2018	2019
Good level of Development	76%	76%
Phonics	83%	71%

Key Stage 1	2018	2019
Reading	77%	79%
Writing	71%	69%
Maths	81%	79%

Key Stage 2	2018 At or above	2019 At or above
Reading	71%	77%
Writing	79%	83%
Maths	75%	91%

Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low aspiration within the local area.
B.	Children are from low economic backgrounds with low level of attainment on entry.
C.	Mobility – many children enter the school at different points in their school life.
D.	Overcrowded housing.
E.	Low self-esteem and self-confidence.
F.	Single Parent Families with high EAL needs.
G.	Low speech and language on entry, particularly mobility students.

Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria																																								
<p>A. For a higher proportion of disadvantaged pupils to make at least expected progress. Continued improved performance in KS2 SATs and Phonics (S&L)</p> <div data-bbox="188 448 678 743" style="border: 1px solid black; padding: 5px;"> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Children are from low economic backgrounds with low level of attainment on entry. • Low self-esteem and self-confidence. • Single Parent Families with high EAL needs. </div>	<p>Improved outcomes at KS1 and KS2 SATS.</p> <p>Current performance at KS2 SATS indicates that Reading is a particular area that needs improvement. Specific focus on Reading progress from KS1 to KS2 to be addressed in PP strategy 2019-20.</p> <p>Performance in 2018-19:</p> <table border="1" data-bbox="707 485 2175 759"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Mathematics</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Expected Standard</td> <td>69%</td> <td>77%</td> <td>76%</td> <td>83%</td> <td>74%</td> <td>91%</td> </tr> <tr> <td>Average Progress KS1-KS2</td> <td>-0.8</td> <td>0.8</td> <td>1.1</td> <td>0.4</td> <td>0.8</td> <td>1.3</td> </tr> <tr> <td>Percentage of Pupils attaining Greater Depth</td> <td>18%</td> <td>31%</td> <td>19%</td> <td>16%</td> <td>26%</td> <td>31%</td> </tr> </tbody> </table>							Reading		Writing		Mathematics			2018	2019	2018	2019	2018	2019	Expected Standard	69%	77%	76%	83%	74%	91%	Average Progress KS1-KS2	-0.8	0.8	1.1	0.4	0.8	1.3	Percentage of Pupils attaining Greater Depth	18%	31%	19%	16%	26%	31%
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Review of expenditure 2018-19

Previous Academic Year		2018/2019		
Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
<p>Lexia /Reading Recovery</p> <div style="border: 1px solid black; padding: 5px;"> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Children are from low economic backgrounds with low level of attainment on entry. • Mobility – many children enter the school at different points in their school life. • Single Parent Families with high EAL needs. <p>Low speech and language on entry, particularly mobility students.</p> </div>	<p>Diminish the difference between a student’s reading age and actual age.</p> <p>Close the gap between Pupil Premiums (PP) students and Non-Pupil Premium (Non-PP) students.</p>	<p>The majority of students (80+% on programme) will significantly improve their reading skills.</p> <p>PPG students will have closed the gap between themselves and their non-pupil premium counterparts.</p>	<p>Using the Lexia Programme enabled students to progress sequentially through increasingly more complex reading tasks.</p> <p>Student’s progress was tracked in their weekly Lexia sessions.</p> <p>All PP students involved in the programme increased their reading age.</p> <p>Regular reviews are beneficial to understanding the progress being made by students.</p> <p>Half termly checks allowed for regular feedback for both staff and students.</p> <p>On average the PP students that access Lexia diminish the difference between chronological age and actual reading age by 40%.</p>	<p>£8k</p>

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
<p>Learning Support Assistants</p> <div data-bbox="91 339 342 778" style="border: 1px solid black; padding: 5px;"> <p><u>Barriers to Learning</u></p> <ul style="list-style-type: none"> • Single Parent Families with high EAL needs. • Low speech and language on entry, particularly mobility students. </div>	<p>To raise standards of achievement and attainment for PP students with particular focus on SATS outcomes.</p>	<p>PP students improve outcomes in their SATS in Year 6.</p> <p>PP students to close the gap in achievement in relation to their non-PP counterparts through a more personalised approach to understanding and meeting the needs of individual students.</p>	<p>Gap between PP and non-PP students in attainment shows a positive trend in terms of closing the gap.</p> <p>In some cases PP students out performed non-PP students and achieved better in certain areas.</p> <p>Excellent resource in classroom but difficult to maintain in terms of budget and costing.</p> <p>LSA support for all students in primary school is supportive and conducive of student learning and accelerated progress.</p> <p>Increased contact times with professionals allows students to make accelerated learning.</p> <p>Gap appears to be closing and is significantly smaller than previous year with the increase of LSA's in classroom where possible.</p>	<p>4 x TA = £78K (including on-costs)</p> <p>Total = £78K</p>
<p>Tailored CPD Sessions focussed on improved Teaching and Learning (T&L) of disadvantaged pupils</p> <div data-bbox="91 1294 342 1477" style="border: 1px solid black; padding: 5px;"> <p><u>Barriers to Learning</u></p> <ul style="list-style-type: none"> • Low aspiration within the local area. </div>	<p>To develop and improve T&L strategies which will proactively improve outcomes for all students.</p>	<p>Improve identification of needs and specific focus on PP students in terms of tracking progress and overcoming barriers to learning.</p>	<p>Improved CPD and staff awareness through PP sessions.</p> <p>Staff more aware of the importance of narrowing the gap and ensuring that both PP and non-PP students have suitable access to the curriculum; this was improved namely through effective differentiation strategies.</p> <p>Feedback from student voice shows students feel their work is personalised and helps them achieve.</p>	<p>4 x CPD Sessions @ £3K per session.</p> <p>Total = £12K</p>

<ul style="list-style-type: none"> • Low self-esteem and self-confidence. • Low self-esteem and self-confidence. 			<p>Effective differentiation strategies have had the largest impact and support from a range of online resources and tailored CPD sessions on differentiation have helped to improve best practice and the capacity of the teachers to deliver high quality lessons and learning outcomes.</p>	
Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
<p>Reading comprehension strategies</p> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Low self-esteem and self-confidence. • Single Parent Families with high EAL needs. • Low speech and language on entry, particularly mobility students. 	<p>To improve the following in both PP and non-PP students:</p> <p>Awareness of knowledge and understanding. Identifying what they don't understand. Use of appropriate strategies to resolve issues.</p> <p>Identifying what is difficult and where these areas of difficulty are, in particular in reading. Restating issues in their own language to help clarify.</p>	<p>Use of metacognition strategies to monitor students' comprehension strategies.</p> <p>Use of complex texts to challenge students.</p>	<p>These helped improve student capacity to access more complex literary texts and better understand different forms of questioning both in lessons and formal assessments.</p> <p>Student's response to comprehension monitoring was significantly high with the majority of student making progress when strategies were implemented effectively.</p> <p>PP students were targeted to support where testing indicated underperformance and improvement was seen in outcomes by end of Year 6.</p>	<p>Total = £17K</p>

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<p>Intervention Groups</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Mobility – many children enter the school at different points in their school life. • Low speech and language on entry, particularly mobility students. </div>	<p>Expected progress and aged expected progress to be met by all students both PP and Non-PP.</p> <p>Identification of underachievement or those at risk early so interventions and support can be provided</p>	<p>Students were identified early and strategies to improve were put in place.</p> <p>Focus was maintained on all students with special interest in PP students and their performance against Non-PP students</p>	<p>Intervention groups were successful in raising the achievement of students at KS2.</p> <p>Positive outcomes was seen by all students with some making excellent progress.</p> <p>Targeted small group tuition was an excellent tool for students not achieving expected progress or attainment ensuring that all students and especially PP students were making accelerated progress.</p> <p>Interventions on a weekly basis to support students has always been of great benefit to students.</p> <p>Year Leads to have specific focus on PP students when conducting all manner of checks in line with role responsibilities.</p> <p>Year Lead to identify and support PP students and ensure that they are checked rigorously alongside other students of non PP status to ensure students are making where possible similar progress and achieving.</p>	<p>Total = £10K</p>

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<p>Booster Groups</p> <div style="border: 1px solid black; padding: 5px;"> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Children are from low economic backgrounds with low level of attainment on entry. • Mobility – many children enter the school at different points in their school life. • Low speech and language on entry, particularly mobility students. </div>	<p>Increased access for all students to focus on being 'secondary ready'.</p> <p>Groups are aimed and intended to boost expected targets of student identified as achieving short of the National Standard.</p> <p>Ensuring students have the required tools to achieve at LS2 especially SATs</p>	<p>Attendance at sessions was excellent at (90+ %) Students who were identified and targeted attended regularly.</p> <p>Student voice shows these PP students felt more confident and benefitted from the support.</p> <p>Students who attended regularly performed better than those who were not. Regular attendees (at least 3 times a week)</p>	<p>Morning (before school) booster groups were very successful with parental engagement and encouragement excellent.</p> <p>Where regular attendance was encouraged and engagement between school and parents was clear an increase in performance was seen.</p> <p>Identifying certain students who lacked specific elements of comprehension helped to specifically tailor and focus intervention and support.</p>	<p>Total = £10k</p>

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<p>Extra-Curricular Academic Clubs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Barriers to Learning</u></p> <ul style="list-style-type: none"> • Low aspiration within the local area. • Children are from low economic backgrounds with low level of attainment on entry. • Low self-esteem and self-confidence. </div>	<p>Improved performance of PP students and non-PP students especially in Numeracy and Writing.</p>	<p>Attendance to extra-curricular clubs was very successful especially with PP students. 100% of PP students attended either homework support, handwriting or numeracy support clubs.</p> <p>Depth of development for students in attendance was evident and improved performance in both lessons and assessments was evident that support had impact.</p>	<p>Increased opportunities to access a range of support from both literacy and numeracy enabled students to gain support in whatever they felt they needed.</p> <p>Guidance of staff and targeted intervention also helped tailor support for students needs from professionals perspective.</p> <p>Writing sessions had a positive impact on PP students and improved legibility of work allowed for greater depth of understanding.</p> <p>Homework clubs 1-to-1 writing sessions have shown to have a positive impact on the standard of writing for PP children on the cusp of greater depth and enabling stretch and challenge.</p>	<p>Total = £10K</p>

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<p>Education Welfare Officer/ Attendance Officer</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Barriers to Learning</p> <ul style="list-style-type: none"> • Children are from low economic backgrounds with low level of attainment on entry. • Mobility – many children enter the school at different points in their school life. • Single Parent Families with high EAL needs. </div>	<p>Ensure that every student in attendance at Loxford is receiving a suitable, full-time education by encouraging regular attendance at school.</p> <p>Attendance figures remain above the national average and in line with Loxford expectations.</p>	<p>Decreased numbers of parents removing students for:</p> <ul style="list-style-type: none"> • Holidays • Frequent/persistent illness. • Parents ill health • Transport issues • Medical appointments. <p>Increased parental engagement and development of understanding that poor attendance is a barrier to education.</p>	<p>Penalty Notices were used as last resort and for the majority of cases they were not needed.</p> <p>Impact of EWO on attendance especially with home visits was very effective and school attendance is consistently outstanding.</p> <p>Attendance across all years is consistently outstanding.</p> <p>Regular presence of EWO in school to lead assemblies with support.</p> <p>Regular meetings to take place with EWO and attendance officer for school.</p> <p>High impact on attendance for academic year 19-20.</p>	<p>Attendance Officer in the primary = 35k</p> <p>YCT x 2 = 45k x 2 = £90,000</p>