Loxford School – Pupil Premium Strategy – 2019-20 (PRIMARY PHASE)

Summary information (PRIMARY PHASE)

Academic Year	2019-2020	PP Funding: £195, 360			
Total number of pupils	832	Number of pupils eligible for PP in Primary Phase	148	Date for next internal review of this strategy	08/20

Achievement Profile 2019

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

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 *(specific outcomes and how they will be measured)*		Success criteria
A.	For a higher proportion of disadvantaged pupils to make at least expected progress. Continued improved performance in KS2 SATs and Phonics (S&L) **Barriers to Learning** • 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.	Improved outcomes at KS1 and KS2 SATS. Current performance at KS2 SATS indicates that Reading and writing are particular areas that need improvement. Specific focus on Reading progress and writing progress from KS1 to KS2 to be addressed in PP strategy 2019-20.

Planned Expenditure 2018-2019						
Academic Year						2019/2020
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?**	**Cost**
Lexia /Reading Recovery **Barriers to Learning** • 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. • Low speech and language on entry, particularly	Diminish the difference between a student's reading age and actual age. Close the gap between Pupil Premiums (PP) students and Non-Pupil Premium (Non-PP) students.	Lexia is proven to improve and diminish different over time of reading age vs chronological age when there is a significant difference. Using the Lexia Programme enabled students to progress sequentially through increasingly more complex reading tasks.	Regular motnitoring of Lexi programme and progress being made of students using system. Regular review on a daily/weekly and termly basis.	Literacy Lead Numeracy lead AHTs Year leads SENCO	**Half Termly**	**£8K**

mobility students						
Learning Support Assistants **Barriers to Learning** • Single Parent Families with high EAL needs. • Low speech and language on entry, particularly mobility students	To raise standards of achievement and attainment for PP students with particular focus on SATS outcomes.	LSA provide valued support for all pupils in class and are excellent support structures in the classroom. Helps to identify and work with pupils who have problems accessing curriculum. Gap between PP and non-PP students in attainment shows a positive trend in terms of closing the gap.	Regular monitoring and observation of staff involved in lessons. Learning walks including feedback Drop ins	SENCO	**Half termly**	**£54K**

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?	Cost
Support for Pupils Experiencing Emotional and Behavioural Difficulty. **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	The impact of their work is to diminish the stress and trauma that can lead some pupils to disengage from learning and behave poorly in school.	A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium. The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.	The role includes work with specific pupils and their families to improve behaviour.	YCT	Termly	YCT x 1 @ £45K each **Total = £45k**

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?	Cost
Tailored CPD Sessions focussed on improved Teaching and Learning (T&L) of disadvantaged pupils DIAL Sessions in school. Targeted support for staff in reading programmes. **Barriers to Learning** • Low aspiration within the local area. • Low self-esteem and self-confidence.	- To develop and improve T&L strategies which will proactively improve outcomes for all students.	Support staff in developing professionally and ensuring that they meet Improved CPD and staff awareness through PP sessions. 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.	Lesson observations Feedback Drops ins Learning Walks	**DHT in charge of teaching schools**	Termly	**£8.5K**

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?	Cost
Reading comprehension strategies **Barriers to Learning** • Low self-esteem and self-confidence. • Single Parent Families with high EAL needs. • Low speech and language on entry, particularly mobility students.	To improve the following in both PP and non-PP students: Awareness of knowledge and understanding. Identifying what they don't understand. Use of appropriate strategies to resolve issues. Identifying what is difficult and where these areas of difficulty are, in particular in reading. Restating issues in their own language to help clarify.	These help improve student capacity to access more complex literary texts and better understand different forms of questioning both in lessons and formal assessments. Student's response to comprehension monitoring was significantly highs with the majority of student making progress when strategies were implemented effectively.	Regular feedback from students including impact on work in lessons and assessments.	**SENCO** **DHT** **AHT** **SEN Lead** **Teachers** **Year Leads**	Half Termly	**£15.5K**

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?	Cost
Intervention Groups **Barriers to Learning** • Mobility – many children enter the school at different points in their school life. • Low speech and language on entry, particularly mobility students.	Expected progress and aged expected progress to be met by all students both PP and Non-PP. Identification of underachievement or those at risk early so interventions and support can be provided	Positive outcomes was seen by all students with some making excellent progress. 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.	Early identification of needs and regular reviews of impact and actions for future. Support in place for underachievement.	**Year Leads AHT in charge or literacy AHT in charge of Numeracy.**	Half Termly	**£10K**

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?	Cost
Booster Groups, Teatime and Breakfast Clubs **Barriers to Learning** • 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	Increased access for all students to focus on being 'secondary ready'. Groups are aimed and intended to boost expected targets of student identified as achieving short of the National Standard. Ensuring students have the required tools to achieve at LS2 especially SATs	Morning (before school) booster groups were very successful with parental engagement and encouragement excellent. Where regular attendance was encouraged and engagement between school and parents was clear an increase in performance was seen. Identifying certain students who lacked specific elements of comprehension helped to specifically tailor and focus intervention and support.	Early identification of needs and regular reviews of impact and actions for future. Implement stretch and challenge and ensure that these are matched in outcomes of students who are more able.	**Headteacher**	Half termly	**£10K**

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?	Cost
Extra-Curricular Academic Clubs **Barriers to Learning** • 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.	Improved performance of PP students and non-PP students especially in Numeracy and Writing.	Increased opportunities to access a range of support from both literacy and numeracy enabled students to gain support in whatever they felt they needed. 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.	Regular registers taken and identification of PPI students who would benefit from support in this. Identification by staff of students that would benefit and suit different clubs. Impact and student voice on impact of club attendance. Regular registers kept and maintained.	**Year Leads** **Coaches** **AHT** **All Staff**	Half Termly	**£8.5K**

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?	Cost
Education Welfare Officer/ Attendance Officer **Barriers to Learning** • 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.	Ensure that every student in attendance at Loxford is receiving a suitable, full-time education by encouraging regular attendance at school. Attendance figures remain above the national average and in line with Loxford expectations.	Penalty Notices were used as last resort and for the majority of cases they were not needed. Impact of EWO on attendance especially with home visits was very effective and school attendance is consistently outstanding. Attendance across all years is consistently outstanding. This must continue to improve.	Oversee and support management of attendance and welfare issues, focusing on robust action where needed.	**Attendance officer and EWO** **Year Leads** **HT** **DHT** **AHT**	Half Termly Weekly Daily	**£34,700**
Fresh Starts Programme	Literacy catch up and intervention for students perceived to be falling behind. Practice in phonics and regular assessment in	Increased opportunities to access a range of support from both literacy enables students to gain support in	Early identification of needs and regular reviews of impact and actions for future. Implement stretch and challenge and ensure	**SENCO**	After each set of students has completed the programme.	**£1,200**

Barriers to Learning	recognition, practice and blending in sounds and graphemes.	whatever they felt they needed.	that these are matched in outcomes of students who are more able.			
• 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.						

Total Expenditure: £195, 400