

# Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

## School overview

| Detail  | Data                                     |
|---|--|
| School name   | Loxwood Primary School                   |
| Number of pupils in school  | 161                                      |
| Proportion (%) of pupil premium eligible pupils   | 11 pupils - 7%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024                              |
| Date this statement was published   | December 2022                            |
| Date on which it will be reviewed   | December 2023                            |
| Statement authorised by   | Fi Dowley - Head<br>Anna Macnamara - COG |
| Pupil premium lead  | Fi Dowley                                |
| Governor / Trustee lead   | Anna MacNamara                           |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £17,605 |
| Recovery premium funding allocation this academic year  | £2,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19,605 |

# Part A: Pupil premium strategy plan

## Statement of intent

The key areas of need at Loxwood:

- Social and Emotional Mental Health need (SEMH)
- Academic progress in reading, writing and maths
- Children that are both SEND and disadvantaged
- Attendance

Key principles

- Pupil Premium funding is designed to support schools in raising the attainment of disadvantaged children. However, many of the most effective ways to do this will also benefit other groups of pupils. Good quality teaching is the most important lever schools have to improve standards, and developing whole class teaching is key.
- Interventions used for small numbers of pupils will be chosen on the basis of high quality research and evidence based outcomes. Interventions are most successful when deployed alongside whole class teaching strategies.
- Pupil premium allocation is part of a whole school strategy and is developed within our school development plan.

At Loxwood we have a tiered approach to spending Pupil Premium funding; teaching, targeted academic support and wider strategies. All strategies are evaluated regularly (for short term interventions) and annually for whole school approaches (as part of the School Development Plan). This cycle of plan, do, review ensures that spending has an impact on our young, vulnerable learners.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Social and Emotional Mental Health (SEMH) needs of our disadvantaged pupils - many children have additional social and emotional barriers to their learning which means they are not "in the right place" to learn |
| 2                | Academic progress is behind non-disadvantaged in reading, writing and maths meaning poorer outcomes at the end of each academic year with many not being on track to reach ARE (Age Related Expectations)          |
| 3                | Complex support for children that are both SEND and disadvantaged  |
| 4                | Attendance of children who are disadvantaged is historically below non disadvantaged children, therefore meaning they miss more learning.  |

## 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   |
|--|--|
| Disadvantaged children with SEMH needs (Social, Emotional and Mental health) will be able to learn more effectively.   | Disadvantaged children with social and emotional needs will be in class more and return to class quicker if they need to have some time out of class. Time spent out of class for children with SEMH needs will reduce as the year progresses. Teachers will report that these children are able to focus and function in the classroom for longer. They will have improved self esteem. |
| There will be no gap between disadvantaged and non-disadvantaged pupils in phonics and reading.  | All disadvantaged children without additional needs will pass the phonics screening. Those with additional needs will be line with children of a similar need at Loxwood and match national groups.  |
| Disadvantaged children in maths will make progress in line with non-disadvantaged children in similar groups (ie SEND)   | Disadvantaged children will be at ARE (Age Related Expectations) by the end of the school year or in line with children of similar needs. There will be evidence of progress made in their books and through pupil voice.  |
| Children identified as both disadvantaged and SEND have individual learning plans that are evaluated termly for success to ensure that any targeted support is effective and appropriate | These children make good progress for their starting points  |
| Attendance of disadvantage children will be in line with whole school attendance.  | Attendance of disadvantaged children will be 95% and above.  |

## 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: £5,455

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Read Write Inc training  | The EEF toolkit shows that phonics has a high impact on children's learning. This is most effective when delivered by trained staff.<br>Phonics - +5  | 1 & 2                         |
| Recruitment of extra Teaching assistant to provide small group and 1-1 support                           | The additional TA provides support for those children where needed. This provides support with SEMH to enable children to remain in their classroom with peers to learn, small group support in phonics, writing and maths.<br>EEF behaviour interventions - +3 months<br>Small group tuition - +4<br>Social & Emotional Learning - +4<br>Teaching Assistant interventions - +4 | 1, 2, 3, 4                    |
| Purchase and training in Zones of Regulation for all staff   | This enables staff to support children's SEMH needs by teaching and using the language of self regulation.<br>Social & Emotional Learning - +4  | 1, 2, 3, 4                    |
| Fortnightly woodlands learning for all children within the school including those who are disadvantaged. | Since Covid, the benefits of being outside have been proven to show an increase in well-being. This in turn, leads to better concentration. This approach enables a very cross curricular learning with a focus on speech and language and collaborative learning.<br>Collaborative learning approaches - +5<br>Physical activity - +1  | 1, 2, 3, 4                    |

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

Budgeted cost: £ 12,300

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Daily RWI phonics sessions of 45 minutes plus extra 'pinny time', small group and 1-1 tuition across the school for those children that need it. | Phonics is the bedrock for children to be able to read and write and be lifelong learners. The additional support targets disadvantaged children that require more support in their phonics understanding so they are in line with children of a similar need. Our aim is to 'keep up not catch up'.<br>The EEF recognises that phonics approaches has a huge impact on developing children's reading <ul style="list-style-type: none"> <li>• EEF toolkit phonics +5</li> <li>• EEF Individualised Instruction + 4</li> <li>• EEF Small group tuition +4</li> </ul> | 1 & 2                         |
| Small group and 1-1 support in reading, writing and maths within the classroom – precision teaching, pre-teaching, small group interventions     | We know that having that extra adult within a classroom to provide those well timed interventions, support during a lesson to maintain concentration or understanding, targeted interventions that focus on specific needs enable our disadvantaged children to keep up with learning. <ul style="list-style-type: none"> <li>• EEF Individualised Instruction + 4</li> <li>• EEF Small group tuition +4</li> </ul>  | 1, 2, 3 ,4                    |
| One-to-one/small group tutoring for children in Year 5 and Year 6 in reading, writing and maths.   | To assist with Year 5 and Year 6 children being at ARE before they transition to secondary school. <ul style="list-style-type: none"> <li>• EEF Individualised Instruction + 4months</li> <li>• EEF Small group tuition +4 months</li> </ul>   | 1, 2, 3                       |

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

Budgeted cost: £ 1,850

| Activity                                | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use of Learning mentor to support those | For some of our Pupil Premium children have a lot of emotional barriers and | 1, 2, 3 ,4                    |

|   |   |                   |
|---|---|-------------------|
| <p>disadvantaged children who need this.</p>  | <p>time with our learning mentor can help address these.</p> <p>The EEF recognises the importance of supporting social and emotional learning as key factor in some PP making progress in their learning</p> <ul style="list-style-type: none"> <li>• EEF Toolkit Social and emotional learning +4months</li> </ul>   |                   |
| <p>Extra Curricular Activities provided free of charge including wrap around care</p> | <p>This allows disadvantaged children access to aspirational and educational opportunities that they may not have experienced before. Life opportunities and experiences support progress and attainment across the curriculum.</p> <p>The EEF recognises the importance of high aspirations for all PP children. However, there is not enough research yet to determine the amount of progress having high expectations gains.</p> | <p>1, 2, 3, 4</p> |

**Total budgeted cost: £ 19,605**

## 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.

This year, most of our Pupil Premium has been used on staffing to support children, where needed, in class. As some of our children needed support for Social and Emotional Mental Health (SEMH), having an extra adult to support them with regulating their emotions enabled them to access learning. In some cases, where the behaviour was challenging and they were unable to focus on learning, the extra adult enabled them to come out of the classroom and access learning through the outside, either 1-1 or in a small group. We trained all staff in Team Teach and Zones of Regulation, to help support behavioural and emotional needs. Some of our PP children accessed our Learning Mentor to support SEMH. Again, through the 6 sessions offered, the children were able to develop strategies to take back into the classroom to support their learning as well as at home.

As we use classroom TA's to support PP children, most children had targeted interventions to enable them to make progress. This was through precision teaching related to phonics, spellings or reading. As a result, in KS1 – 75% achieved ARE in reading and 65% in KS2.

We increased our Learning Mentor by an extra day a week to provide both further support as well as targeted interventions in reading, writing and maths for some children in Year 6. This enabled all Year 6 PP children to achieve Age Related Expectations in reading and SPAG and to almost achieve ARE in writing and maths (6W+ as opposed to 6s in Target Tracker). These children made rapid progress in all these areas as a result of the interventions that took place.

We enabled some of our PP children to access extra curricular activities such as football and multisports. This enabled them to have access to that wider curriculum and gain valuable life skills experiences alongside their peers. We purchased kits for them so that they could take part fully. We also paid for all trips for our PP pupils so they could attend.

As part of our strategy to improve attendance for our PP children, we worked with parents to look at support we could put in to improve attendance. This included free attendance at our breakfast and after school clubs and picking up children and dropping them home to ensure attendance. As a result, attendance did improve.

## 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        |
|---------------------|-----------------|
| Read Write Inc      | OUP             |
| White Rose Maths    | White Rose      |
| Zones of Regulation | Social Thinking |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | n/a     |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a     |



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*