

Pupil Premium Strategy Statement Loddiswell Primary School

1. Summary information					
School	Loddiswell Primary School (Part of the South Hams Federation)				
Academic Year	2019 - 20	Total PP budget	£ 20195	Date of most recent PP Review	N/A
Total number of pupils	107	Number of pupils eligible for PP	15	Date for next internal review of this strategy	January 2020

At Loddiswell Primary School we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. It is extremely important that all of our children have equity of experience and access to learning that develops both cultural and social capital as they progress through school. We are determined to ensure that all of our children are given every chance to realise their full potential and aspire to ‘Be the Best you Can Be in Pursuit of Excellence’. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Loddiswell Primary School is a smaller than average primary school, consequently cohort numbers and composition vary significantly from year to year-small numbers do skew the data year on year. Therefore progress is considered from each individual child’s starting point to the end of Key Stage 2.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, all schools will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between all pupil groups within Loddiswell Primary School.

As a school we consistently track all groups of pupils to ensure that they make good or better progress given their starting points. Through targeted interventions we are working to eliminate barriers to learning and progress. For new

entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

2. Current attainment - Key Stage SATs 2019		
17 pupils took the test of which 2 were PP pupils = 33% each 1 PP did not sit the test due to SEND but is included in the following results	<i>Pupils eligible for PP in school</i>	<i>National average for all pupils</i>
% achieving in reading, writing and maths	67% (2/3)	65% (2019)
% achieving in reading	67% (2/3)	73%
% achieving in writing	67% (2/3)	78%
% achieving in maths	67% (2/3)	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Continued low levels on entry of PP pupils particularly in communication, literacy and language	
B.	Continue to ensure high attaining PP pupils attain the higher scaled scores	
C.	Continued mobility of PP children from other schools out of area entering the school at other times other than at the start of Foundation Stage	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement with school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve reading skills for pupils eligible for PP	Outcomes at the end of EYFS, KS1 and KS2 in reading and writing continue to be in line or better than PP pupils nationally
B.	Continue to accelerate progress of all PP pupils	PP pupils make the expected progress steps or better each term given their starting points

C.	Increase parental engagement through close support and liaison with school	Evaluations and questionnaires show that parents welcome support with their child's learning
D.	Increase the number of PP pupils reaching a greater depth across the curriculum	Data shows most able pupils are in line with most able nationally.

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to Improve reading and literacy skills for all pupils	Daily supported reading /phonics programme for EYFS/Year 1 and Year 2 pupils Development of reading for pleasure	The structured interventions run throughout EYFS/KS1 show positive outcomes. Tracking data in the school shows that pupils in KS1 make progress broadly inline with their peers in reading Outcomes at the end of Year 1 Phonics screening demonstrate 100% (1/1) PP pupils met the expected standard in phonics in 2019	Training with other South Hams Federation staff. Phonics Daily Timetabled daily Part of the regular monitoring schedule	Head of School Reception Lead English Curriculum Lead	January 2020 March 2020 July 2020 January 2020 March 2020 July 2020
Total budgeted cost					£9978
ii.Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to improve language skills for pupils eligible for PP	Continue with 1:1 teacher and graduated support staff running intervention groups in phonics/ grammar punctuation and spelling and writing	Some pupils continue to need targeted support to diminish the differences and to have individual support matched to their needs.	Part of SIP- SLT from across the federation regularly review this Pupils are tracked individually and part of groups through on	Headt of School English Lead	January 2020 March 2020 July 2020

		<p>This approach has been shown to be effective within Loddiswell Primary School over a sustained period.</p>	<p>going assessment for learning strategies. Assessment information is analysed and informs pupils' next steps for learning.</p> <p>Timetables are in place ensuring that interventions take place, are monitored by Head of School and class teacher</p>		
<p>Progress rates for all PP pupils continue to be inline or better than their peers.</p>	<p>TA's and class teacher targeting support and providing interventions where needed in reading, writing and mathematics.</p> <p>Regular Fun Fit Activities for identified pupils</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>Data for 2018 in the school showed very positive progress measures where additional support and interventions were implemented.</p> <p>The data for PP pupils shows they must continue to accelerate progress to continue to diminish the differences with all pupils nationally</p>	<p>Part of SIP- SLT regularly review this</p> <p>Pupils are tracked half termly individually and part of groups and assessment information analysed</p> <p>Focussed pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.</p>	<p>Head of school EYFS/KS1 teachers Executive head</p>	<p>January 2020 March 2020 July 2020</p>
<p>Increased parental engagement through close support and liaison with school</p>	<p>SLT/Head of School and subject leaders to work with parents to model /scaffold</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p>	<p>Individual parental support sessions timetabled.</p>	<p>Head of School SENCo.</p>	<p>January 2020 March 2020 July 2020</p>

	<p>learning practices and expectations</p> <p>Support parents with reading books to share at home</p> <p>Provide 1:1 support for parents re reading/ mathematics/ homework via the SENCo</p>	<p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p>			
<p>Increased number of PP pupils reaching greater depth across the curriculum</p>	<p>Headteacher /SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p> <p>Headteacher/Class teachers to meet with parents of potential pupils to share ideas for supporting learning at home.</p>	<p>The school data shows that we need to continue to increase the number of most able PP pupils reaching the higher standard in reading, writing and mathematics.</p>	<p>Continue to monitor targeted pupils and track their progress.</p> <p>Class teachers model high expectations for these pupils and ensure children aim to work on the “challenge” aspects of their learning.</p>	<p>Head of School</p> <p>Class Teachers</p>	<p>January 2020</p> <p>March 2020</p> <p>July 2020</p>
Total budgeted cost					£8096
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP pupils are able to wear the school uniform, access trips and residential visits (where appropriate) and take part in peripatetic music lessons, thereby</p>	<p>Continue to subsidise the purchase of school uniform.</p> <p>Continue to subsidise of residential trips and visits</p>	<p>Cultural /Social Capital for all pupils is equitable.</p> <p>The gap between PP pupils and other pupils in terms of attainment and progress continues to diminish and more PP pupils achieve the</p>	<p>Federation Business Manager, School Administrator and Head of School to audit provision and its impact on identified pupils.</p>	<p>SHF Business Manager</p>	<p>January 2020</p> <p>March 2020</p> <p>July 2020</p>

<p>building Cultural /Social Capital for all pupils.</p> <p>Equitable outcomes for PP children.</p>	<p>Continue to subsidise 1:1 tuition for identified PP pupils.</p> <p>Continue to subsidise peripatetic music lessons</p> <p>Subsidising the purchase of school uniform.</p>	<p>higher standards given their starting points.</p> <p>All PP pupils are access curriculum enhancement activities despite the cost.</p> <p>All PP pupils are smart and well presented in line with their peers</p>		<p>School Administrator</p>	
<p>Total budgeted cost £2121</p>					

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
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)	
Continue to ensure that PP outcomes are in line or better than other groups in school	<p>Daily supported reading /phonics programme for EYFS/Year 1 and Year 2 pupils</p> <p>Focussed phonics intervention for KS2 pupils where required</p>	<p>The structured interventions run throughout EYFS/KS1 show positive outcomes.</p> <p>Tracking data in the school shows that pupils in FS/KS1 make progress broadly in line with their peers in reading</p> <p>Outcomes at the end of Year 1 Phonics screening demonstrate 100% (1/1)PP pupils met the expected standard in phonics in 2018</p>	<p>This programme is continuing to have a positive impact on all pupils involved and will continue next year.</p> <p>Ensure all staff delivering interventions are involved in reviewing progress and target setting for next steps on a half termly basis. This will continue next year to ensure continuity, cohesion and progression in learning for identified pupils.</p>	
Continue to support the provision of school uniform, extra-curricular clubs and activities through a £100 bursary for the academic year.	<p>Peripatetic Music/ Sports lessons available for a subsidy</p> <p>Parents purchasing uniform via the bursary</p> <p>All PP access residential trips and curriculum</p>	<p>PP pupils are able to access high quality music tuition at a reduced cost.</p> <p>All PP pupils are smart in appearance and a pride in their uniform and belonging to the school.</p> <p>No PP pupils is prevented from accessing trips or residential experiences due to finances.</p>	<p>Whilst budgets allow, we will continue to fund this approach. However, it will be reviewed on a yearly basis to ensure good value for money.</p> <p>This programme has made a huge difference to the PP pupils and their families- take up is high and ensures that all pupils have access to a broad and balanced curriculum entitlement.</p> <p>All PP pupils are well presented and smart in appearance- very much part of our whole school family.</p>	

	enhancement visits			
ii. Targeted support				
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)	
Improved language skills for pupils eligible for PP	Focussed work of support staff running intervention groups in phonics/ grammar punctuation and spelling and writing	EYFS GLD no PP in EYFS In Year 1 100% (1/1) of PP pupils attained the standard in the Year 1 The significant majority of PP pupils across years 3/4/5 attained age related expectations or better by the end of the academic year 2018-2019	To continue to diminish the difference between high achieving PP children and their peers within school and nationally in all year groups. This strategy will continue for identified pupils.	
Progress rates for all PP pupils continue to be inline or better than their peers.	TA's and class teacher targeting support and providing interventions where needed in reading, writing and mathematics. Regular Fun Fit Activities for identified pupils	SLT/Headteacher and subject leaders to work with parents to model /scaffold learning practices and expectations Support parents with reading books to share at home Provide 1:1 support for parents re reading/ mathematics/ homework via the SENCo	Teachers continue to target pupils and track progress to provide appropriate support and scaffolds. This strategy will continue Class teachers continue to model high expectations for these pupils and ensure children aim to work on the "challenge" aspects of their learning. The "mastery" approach to the delivery of the curriculum not just reading, writing and mathematics will continue with a focus on developing reading across the curriculum to develop knowledge and understanding of a broader range of subjects so as to develop cultural and social capital.	
Increased parental engagement through close support and liaison with school	SLT/Headteacher and curriculum leaders to work with parents to model /scaffold learning practices and expectations	The school data shows that we need to increase the number of most able PP pupils reaching the higher standard. We continue to focus on reading and writing as this is the area where historically fewer PP children have achieved greater depth.	Individual parental support sessions timetabled when necessary.	

<p>Increased number of PP pupils reaching greater depth across the curriculum</p>	<p>Support parents with reading books to share at home</p> <p>Provide 1:1 support for parents re reading/ mathematics/ homework via the SENCo</p>			
<p>PP pupils are able to wear the school uniform, access trips and residential visits (where appropriate) and take part in peripatetic music lessons.</p>	<p>Subsidising the purchase of school uniform.</p> <p>1:1 tuition for identified PP pupils.</p> <p>Subsidising peripatetic music lessons</p> <p>Subsidising of residential trips and visits</p>	<p>All PP pupils are smart and well presented in line with their peers</p> <p>The gap between PP pupils and other pupils in terms of attainment and progress diminishes and more PP pupils achieve the higher standards given their starting points.</p> <p>All PP pupils are access curriculum enhancement activities despite the cost.</p>	<p>To ensure equity of provision and opportunity for all of our PP pupils we will continue with this strategy, this targeted support ensures equality of provision and entitlement for all pupils and their families in our “school family.”</p>	

7. Additional detail

We have used our “in school “ pupil tracking data, continuous assessments, end of academic year progress and attainment data for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 together with the unvalidated ASP Document October 2019 to inform this statement.

