

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Loscoe CofE Primary School and Nursery
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	Full Review September 2024
Statement authorised by	Sarah Tew Executive Headteacher
Pupil premium lead	Wendy Lynam Pupil Premium Lead
Governor / Trustee lead	Carla Hodgkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60950
Recovery premium funding allocation this academic year	£6235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67185

Part A: Pupil premium strategy plan

Statement of intent

At Loscoe CofE Primary School and Nursery our school vision is “*we may be small but together we can make a big difference*”. A statement that is rooted in the bible verse “our faith can move mountains” Matthew 17:20. This vision underpins every aspect of our school values and, through this, our staff recognise that every action they take, however small, can contribute to making a big difference to the education and lives of the children in our school. We all have the faith that whatever challenges we face we can all conquer our own “mountain”. As a school, we have designed our pupil premium strategy to help us ensure that all our pupils, irrespective of their background or challenges they face, make the best progress they can and are given the opportunity to achieve highly in all areas of the curriculum.

From an early age, some pupils within our school face a range of barriers that impact upon learning. These barriers include: lack of parental support, reduced exposure to books and a language rich environment, persistent lateness and absence, poor diet, low self esteem and complex family breakdowns. Although we use academic data to highlight trends in underperformance, more importantly staff from all areas of the school continually work together to observe and communicate any concerns they have around a child’s wellbeing or welfare that may impact upon them being able to flourish. Bespoke packages of support can then be put in place to meet every child’s individual needs; for example, providing free access to breakfast club, may mean a child starts the day ready to learn rather than feeling hungry.

As a school we recognise the first step in achieving good progress for all is through quality first teaching. Every teacher regularly plans and adapts their teaching strategies to meet the needs within their current class, whilst benefiting all pupils, there is a particular focus on the areas in which disadvantaged children require the most support.

Some evidence-based interventions are used to accelerate progress and close gaps in attainment, however, the school aims to adopt a ‘keep up not catch up’ approach. This is being made possible by allocating part of our pupil premium funding to invest in resources and extra staff to improve the quality of teaching in the key areas of phonics and early reading at key stage one and mathematics across all key stages.

Preparation for the future and the opportunity to learn effective communication, social and life skills is also of prime importance for our children. By the time they leave Loscoe CofE Primary and Nursery school, we aim to ensure that every child is an effective communicator, we strive to achieve this with the use of targeted interventions to improve language acquisition and social skills (such as Neli and Positive Play) and

the provision of communication friendly spaces within all areas of our school environment.

Promoting a love of the curriculum and allowing all children equal access to a range of experiences is also incredibly important to us. To this end, we have designed the Loscoe Promise and enrichment plan. This sets out a wide ranging set of experiences we are committed to all children having during their time at Loscoe Primary School and Nursery.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Vocabulary and early language acquisition:</i></p> <ul style="list-style-type: none"> • EYFS baseline data consistently demonstrates at least 50% of children are at risk of delay in the prime area of communication and language, • Observation across both KS1 and KS2 shows increased reluctance amongst disadvantaged children to speak in whole class and group situations.
2	<p><i>Phonics, application of phonics when spelling and the application of common spelling patterns:</i></p> <ul style="list-style-type: none"> • Analysis of Phonics Screening Check results shows that disadvantaged pupils find it harder to acquire early phonetic knowledge. • Analysis of end of Key stage 1 & 2 spelling results and termly GAPS assessments in KS2 shows that phonetic knowledge and knowledge of spelling patterns is accurately applied by our disadvantaged children.
3	<p><i>Engagement with and comprehension of longer texts:</i> End of Key Stage Assessments, PIRA data, engagement with Accelerated reader and pupil discussion shows that our disadvantaged children are less likely to engage with reading longer texts and have more difficulty with inference.</p>
4	<p><i>Social, emotional and mental health concerns (SEMH). Analysis of data shows the children who are most likely to suffer SEMH difficulties (including school refusal and persistent absence) are disadvantaged.</i></p>
5	<p><i>Cultural capital and wider opportunities</i> - analysis of attendance at our extra curricular clubs and attendance of trips and experiences linked to our curriculum shows that disadvantaged pupils are less well represented.</p>

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
<p>Improved communication and language skills and vocabulary among disadvantaged pupils.</p>	<p>Percentage of disadvantaged children at age related expectations in Communication and language at the end of EYFS is equal to that of non-disadvantaged children.</p> <p>Children participating in the NELI programme make at least 3 months progress from their starting point.</p> <p>Children participating in the Time to Talk programme make at least 3 months progress from their starting point.</p> <p>Written vocabulary linked to that being specifically taught can be identified in children's books or heard during play/ communication.</p> <p>Disadvantaged children are proportionally represented during class speaking activities or in whole class/ school performances, on the school council and as class ambassadors.</p>
<p>More children are confident in applying their phonic knowledge to: blend to read.</p>	<p>The % of disadvantaged children reaching the required standard in the Year 1 PSC equal to that of non-disadvantaged children.</p> <p>Children are reading books with words they are able to decode in the early stages of learning to read.</p> <p>Disadvantaged children should be able to use their phonic knowledge to blend and read the average of 90 words per minute by the end of KS1.</p>
<p>More children are confident in applying their phonic and spelling pattern knowledge to spell.</p>	<p>Spelling of children in EYFS 2 and Year 1 is phonetically plausible even if the correct phoneme has not been selected.</p> <p>Book scrutiny shows evidence of children applying their phonological knowledge and knowledge of spelling patterns in their work..</p> <p>Weekly spelling scores of disadvantaged children in both KS1 and KS2 are equal to those achieved by their peers.</p> <p>The scores achieved by disadvantaged children on the spelling section in the end of key stage assessments are equal to those achieved by their peers.</p>
<p>Improved reading fluency and comprehension among disadvantaged pupils by the end of KS2.</p>	<p>KS2 reading outcomes show:</p> <ul style="list-style-type: none"> ● The percentage of disadvantaged children meeting the required standard in reading is equal to that of their peers. ● Disadvantaged pupils have made improved progress in reading as compared to their end of KS1 reading result. <p>Analysis of end of key stage assessments and PIRA tests show that disadvantaged children are answering</p>

	<p>inference style questions with the same accuracy as their peers.</p> <p>Disadvantaged children should achieve reading fluency in line with their peers by being able to read the accepted average of 110 words per minute by the end of KS2.</p> <p>At KS2 disadvantaged pupils are completing Accelerated Reader quizzes with at least 80% accuracy. Disadvantaged pupils are proportionally represented in the KS2 weekly reading celebration.</p> <p>Disadvantaged children are able to speak knowledgeably about books they have read.</p>
Participation of children in SEMH interventions including: Positive Play and Nurture group is increased.	<p>The same percentage or higher of disadvantaged children receive SEMH interventions.</p> <p>The number of children showing signs of school refusal is decreased. Children are openly able to discuss who can help them if they are feeling worried or anxious.</p>
Improved participation of disadvantaged children in extra curricular and wider opportunities activities.	<p>Disadvantaged children are proportionally represented at extra curricular after school clubs.</p> <p>The number of disadvantaged children participating in the school's wider opportunities offer is increased : bikeability, Rock Steady, wider opportunity music lessons</p> <p>All disadvantaged children are able to attend school trips and visits regardless of cost or equipment needed.</p>

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: £30950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 3 Teaching Assistant to deliver quality oral language interventions across EYFS and KS1.	<p>"Ofsted found that schools effectively using their pupil premium made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.</p> <p>Successful pupil premium spend includes:</p>	1,3

<p>CPD for TA and teacher in delivery of oral language interventions.</p> <p>Time to Talk - Alison Schroder Y1</p> <p>Use of entry data, interim evaluation and and exit data from NELI and Time to Talk to analyse effectiveness and plan next steps in the delivery of the programmes.</p> <p>£4500 - TA cost including CPD</p>	<ul style="list-style-type: none"> ● Good use of data to measure and analyse progress. Use of research evidence to identify interventions. ● Use of best teaching staff for intervention groups. - ● Teachers being responsible for accelerating progress. ● Monitoring and evaluation of impact on pupil results. <p>The EEF state that Oral Language Interventions : Very high impact for very low cost based on extensive evidence</p> <p><i>EEF state:Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</i></p> <p><i>Oral language approaches might include:</i></p> <p><i>targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</i></p> <p><i>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils’ interaction in groups.</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</i></p> <p><i>The Royal College of Speech and Language Therapists research shows:</i></p> <p><i>Good communication skills are a protective factor against mental health problems.</i></p> <p><i>Poor communication is a mental health risk factor: children with speech, language and</i></p>	
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	<p><i>communication needs (SLCN) are at increased risk of developing mental health problems.</i></p> <p><i>Children with mental health problems are more likely to have co-occurring communication difficulties.</i></p> <p><i>Communication difficulties are a barrier both to diagnosis and to accessing mental health interventions which tend to be verbally delivered e.g. cognitive behavioural therapy.</i></p> <p><i>A significant number of children and young people (over 10%) have long-term speech, language and communication needs which require ongoing support. These children are at high risk of developing mental health problems unless appropriately supported during the school years.</i></p>	
<p>CPD - RWI implementation and development CPD for all staff in relevant areas of the RWI phonics programme and Fresh Start Materials.(cost of training and support materials)</p> <p>Targeted support from RWI advisor to support CPD of new staff in delivering the RWI programme in their relevant key stage.</p> <p>Access to RWI online training materials for:</p> <p>Phonics</p> <p>New relevant phonetically decodable reading material.</p> <p>Spelling.</p>	<p>Read Write Inc. Phonics has been validated by the DfE as a complete Systematic Synthetic Phonics programme.</p> <p>KS1</p> <p>Reading - Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.</p> <p>They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.</p> <p>Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.</p> <p>Writing - The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.</p> <p>They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.</p>	<p>2, 3</p>

<p>Cost : £2000 (cost of training and new spelling support materials)</p>	<p>Children’s composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.</p> <p><i>EEF state:</i></p> <p><i>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</i></p>	
<p>Recruitment - appointment of reading lead teacher to:</p> <p>Oversee the successful implementation of the RWI programmes in school and deliver relevant training and CPD.</p> <p>Engage disadvantaged children in reading of longer texts and increase engagement.</p> <p>Cost: £15 000</p>	<p>Reading Intervention (lowest 20% attainers)</p> <p>Inference training was evaluated by Professor Greg Brooks 2016 and found it offered significant gains in reading comprehension. Research entitled “Effects of Inference Awareness Training on Poor reading Comprehension.”</p> <p><i>EEF state:</i></p> <p><i>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>3. Effective diagnosis of reading difficulties is important in identifying possible solutions,</i></p>	3

	<p><i>particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p> <p><i>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</i></p> <p><i>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</i></p>	
<p>Employ member of staff from P4YP Cost £6200</p> <p>To work with children and families to address relevant issues that affect attendance</p>	<p>Positive 4 Young People - School Pastoral Officer - to improve the attendance of children in school by addressing issues such as anxiety, social skills, low level behaviour management and self regulation etc.</p> <p>Meetings with other professionals such as TAF, ICPC/RCPC, Core Group meetings. Completion of EHA when necessary. Home visits and support with appointments. Weekly contact and updates with children, families and schools. Working in conjunction with DSL to support all families.</p> <p><i>DFE: "...Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school"</i></p> <p><i>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to</i></p>	4

	<p>5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)³ and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)⁴.</p>	
<p>CPD - Derbyshire Nurture Network Training Package - to train a dedicated member of school staff to be the nurture group lead in school.</p> <p>Cost - £3000</p> <p>NLP CPD - to revisit the use of positive language and relationships with children</p> <p>Cost - £250</p>	<p>The EEF:</p> <p><i>Nurture groups use 10 out of 14 effective evidence-based components as part of their provision. In addition to this the EEF research states:</i></p> <p>Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. <u>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils,</u> though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p>	4,1

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

Budgeted cost: £ 8490

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Delivery of NELI programme 1.5 hours group sessions 2 hours 30 mins individual sessions 3 hours 45 mins in total</p> <p>Cost : £2495</p> <p>5 x NELI sessions per week, 3 group sessions for 30 minutes and 2 individual sessions for 15 minutes each. 5 children for 20 weeks.</p>	<p><i>EEF state:</i></p> <p><i>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap.</i></p> <p><i>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention.</i></p> <p><i>On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy. Staff in participating schools reported that the programme had a positive impact on children's language skills and confidence. They thought that the factors which contributed to this included the small-group format, the activities covered, and the focus on narrative and vocabulary work.</i></p>	<p>1</p>
<p>Delivery of RWI phonics smaller groups matched to need.</p> <p>Daily phonics sessions delivered to all KS1 children. In addition, one teacher to deliver additional phonics to 'catch-up' groups of lowest 20% - Cost: £3000</p>	<p>Read Write Inc. Phonics has been validated by the DfE as a complete Systematic Synthetic Phonics programme.</p> <p><i>EEF state:</i></p> <p><i>The majority of studies have been conducted in primary schools, though there are a number of successful studies with secondary age pupils with a similar overall impact (+5 months)</i></p> <p><i>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset</i></p>	<p>2, 3</p>

	<p><i>by the number of pupils who can receive support.</i></p> <p><i>Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants.</i></p> <p><i>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</i></p> <p><i>Studies have been conducted internationally (7 countries), mainly in English-speaking countries. Those conducted outside of the USA have typically shown greater impact.</i></p>	
<p>Reading intervention and focussed SPAG intervention groups with teacher Cost : £3000</p> <p>1 session per week per intervention group - reviewed every half term to measure progress.</p>	<p><i>More studies have been conducted with primary age pupils, but the teaching of reading comprehension strategies appears effective across both primary (+6 months) and secondary schools (+7 months).</i></p> <p><i>Although the main focus is on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text.</i></p> <p><i>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</i></p> <p><i>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</i></p> <p><i>Shorter interventions of up to 10 weeks tend to be more successful. However,</i></p>	<p>3, 2</p>

	<i>there are some examples of successful longer interventions.</i>	

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

Budgeted cost: £ 27745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Group and Positive Play sessions delivered to small groups or 1:1 throughout the year by trained nurture and Positive Play TA Cost: £5000</p> <p>1:1 or small group NLP sessions for children presenting with more complex SEMH needs delivered by trained NLP practitioner in 10 weekly blocks. Cost: £2900</p>	<p><i>Nurture groups use 10 out of 14 effective evidence-based components as part of their provision. In addition to this the EEF research states:</i></p> <p>Social and emotional learning: <i>Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. <u>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils,</u> though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</i></p>	4,1

<p>Positive for Young People sessions: Positive 4 Young People - School Pastoral Officer - Support includes :</p> <p>1-1 Sessions for children in school. This is to address issues such as anxiety, social skills, low level behaviour management and self regulation etc.</p> <p>Costed in section 1</p>	<p><i>EEF state:</i></p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</i></p>	4, 5
<p>Breakfast and After School Club</p> <p>Cost £15 683</p>	<p><i>EEF State:</i></p> <p><i>My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.</i></p>	4, 5
<p>Rock Steady Music Club</p> <p>2 paid places by school = £640 for one year tuition</p>	<p><i>EEF State:</i></p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	4, 5
<p>FareShare Food</p> <p>£897</p>	<p>The food provided by FareShare is used by school to support our children and families at breakfast and after school clubs in addition to being distributed to our disadvantaged families on a weekly basis. The effect of this is</p>	4,5

	<p>that disadvantaged children in particular are able to come to school without feeling hungry. This has a direct impact on the child's well-being and also aids towards a better education as they are ready to learn.</p> <p>See EEF statement above in Breakfast Clubs.</p>	
<p>Provision of extra curricular activities : sports clubs 1 x free per week for disadvantaged children.</p> <p>50% Subsidy of enrichment trips to improve wellbeing and provide incentive for children to be at school. £2620</p>		4, 5

Total budgeted cost: £67185

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.*

Evaluation for 2022 -23

Early Year language acquisition - Neli CPD was carried out resulting in high quality delivery of the programme.. Neli results for the year 21/22 showed the children all made progress from their individual starting with the highest progress rating being 8 months from the individual starting point and the lowest being five months.

86% of children the Early Learning Goal (ELG) in speaking at the end of the EYFS. 66% of Pupil Premium children met the ELG in speaking.

Phonics - All teachers across all key stages received training in the DFE accredited Read Write Inc Phonics programme. This training was supplemented with RWI trainer development days where monitoring took place. KS1 and Early Years teachers also attended a further CPD day.

New reading books were purchased to ensure reading material has been aligned to the sounds the children are being taught: giving all children the opportunity to practise the sounds they are reading.

The overall Y1 PSC pass rate in 2022 was 66% the pass rate for disadvantaged children was 50%.

Reading:

Staff have been trained in developing inference skills. The use of the Accelerated Reader programme showed that the average number of words read by disadvantaged children was 780 thousand compared to the average for non-disadvantaged of 840 thousand.

In 2022, at the end of KS2 the average scaled score for progress in reading and maths for disadvantaged children was higher (3.2) than non-disadvantaged children (1.7)

At the end of KS2 70% of pupil premium children reached the expected standard in reading. The progress score for non-pupil premium and pupil premium children was the same.

Absence:

A member of staff from Positive for Young People (P4YP) has worked with some families and children where persistent absence has been an ongoing issue. At the end of the academic year attendance for disadvantaged children was 89.9% compared to 93.9% for non-disadvantaged. The attendance for the children who worked with the P4YP service did show an improvement over the year.

Provision of free breakfast / club improved attendance for children who were persistently late to school.

Maths:

In 2022, at the end of KS2 the average scaled score for progress in reading and maths for disadvantaged children was higher (3.2) than non-disadvantaged children (1.7)

60% of pupil premium children reached the expected standard in maths with the progress score for pupil premium children being only slightly lower (6% / 8%) than that of non pupil premium children

Outcomes for the academic year: 2022- 2023

Language acquisition:

At the end of EYFS - 75% of disadvantaged children were assessed to be on track in communication and language.

All children who participated in the Neli programme made 5 months or more of progress from their starting point with significant rises in their standardised scores in both receptive and expressive vocabulary.

A group of 6 Y1 children participated in the Time To Talk language intervention - all who participated showed an increase of at least 7 months or more in their expressive language scores using the Time To Talk screen.

Phonics:

All teachers continued to receive access to the RWI phonics training portal with two visits from the RWI accredited trainer who updated the action plan and relevant development points with the reading lead.

The school achieved a pass rate of 82% in the Y1 Phonics Screening Check - this was higher than the national average of 79%

66.7% of disadvantaged children in our school met the required standard of 32/40. This is still not quite at the national average of 69.4% but has closed the gap significantly from 2022 when 50% of our disadvantaged children met the standard.

Reading:

Reading continues to be promoted throughout the school by the reading lead. Several love of reading events were carried out across the year - including a book cafe to celebrate World Book Day and inviting the local library into school to promote reading. Weekly reading celebration assemblies take place in KS2 with a system of rewards in place.

At the end of KS1 the average scaled score for disadvantaged children was **96.2** as compared to **101.5** for non-disadvantaged children.

At the end of KS2 the average scaled score for disadvantaged children was **99.3** as compared to **103.7** for non-disadvantaged children.

Attendance:

22/23

Non Disadvantaged- 95.1%

Disadvantaged - 91.2%

21/22

Non Disadvantaged- 93.9%

Disadvantaged - 89.9 %

Disadvantaged attendance still remains lower than non- disadvantaged. We continue to work with the families of the children.

Cultural Capital and Wider Opportunities

The school increased the number of extra curricular clubs on offer. These included: craft club, baking club, STEM club, reading clubs, Nessler club, Young Voice choir, Coding Club, a range of sports clubs from EYFS to KS2. 3 funded places were made free of charge at each club to ensure disadvantaged children were able to attend. Further places were also made available when necessary. Disadvantaged children were represented at all clubs.

Breakfast and After School Club continues to be attended by disadvantaged children - all disadvantaged children can attend Breakfast Club free of charge. One free after school club is available each week as well as attendance at extra curricular clubs.

The school had two main events as part of the Loscoe Promise:

A trip to the theatre (EYFS/KS1) / Ballet (KS2) - places were subsidised or fully funded for some disadvantaged children.

A whole school trip to the seaside - transport cost was subsidised or fully funded.

Other subsidised wider opportunities:

Y5/6 residential - 3 subsidised places

Rock Steady - 2 free places

EYFS puppet show / animal experiences - subsidised.

Evaluation 23/24

Vocabulary and Language Acquisition: 57% of disadvantaged children were on-track in communication and language by the end of EYFS. They had all made progress from their starting points with only 10% being predicted to be on track at the initial baseline assessment. Two of the three PP children who did not achieve the ELG in communication and language are non-verbal.

There are multiple opportunities for children from a disadvantaged background to participate in whole class and group situations with PP children being represented in the school Worship Group, School Council and during whole school productions.

Phonics - 50% of disadvantaged children met the required PSC pass rate in the 2024 Y1 PSC. We recognise that this is still not good enough and have adjusted the phonics teaching accordingly with the move to Little Wandle for the academic year 24/25.

The use of the RWI spelling programme in KS2 helped increase spelling scores across all children. There was little noticeable difference in the increase in score between disadvantaged and non-disadvantaged with disadvantaged children increasing scores by an average of 5.6 over the year and non-disadvantaged increasing scores by an average of 5.9.

Reading and Comprehension: End of KS2

	Average SS 2023	Average SS 2024
Disadvantaged	99.3	102
Not Disadvantaged	103.7	102.6

End of KS2 results showed a narrowing of the gap in reading attainment between disadvantaged and non-disadvantaged. Gap level analysis of KS2 SATs papers shows that completion of papers was the biggest concern as regards losing marks. Fluency and speed of reading now is being raised as a challenge.

There is still some difference between the % of children completing Accelerated Reader quizzed between disadvantaged and non-disadvantaged children with more non-disadvantaged children completing quizzes than non-disadvantaged children. Engagement with reading homework continues to present a concern. Accelerated reading age data shows that the reading age for disadvantaged children in each year group (years 3 to 6) is less than that of non-disadvantaged children.

Attendance and SEMH

The attendance gap between disadvantaged and non-disadvantaged pupils has narrowed for the academic year 2023/2024: 95.2% not FSM v 92.5% FSM -

P4YP worked with several families to address barriers to attendance and the impact of this can be seen through the narrowing of the gap.

Persistent Absence data analysis shows that disadvantaged children are no longer disproportionately represented. The percentage of non-disadvantaged children who were persistently absent was 58% as compared to 42% of disadvantaged children.

Pupil Voice demonstrates that there is now no difference between disadvantaged and non-disadvantaged as regards knowing who they can trust and feel safe with.

Wider Opportunities

Cinema trip designed to be affordable for all groups and subsidised for disadvantaged. 100% participation from our disadvantaged children.

Two free residential places for disadvantaged pupils

A wide range of visitors funded across the year to include activities relevant to children from all year groups: Owl man, Jungle Jo, Pinxtion Puppets, STEM dyas,

Careers week was organised - visitors chosen linked to PP voice as to potential careers they wer interested in.

Increase in PP attendance at extra-curricular clubs due to wider promotion and offer of subsidised/ free places. (average increase from 23% to 37%)

Young Voices - disadvantaged children represented in the club and participation fee funded by school.

Two free Rock Steady Places funded through the PP budget.

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

Further information (optional)

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