

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	171
Proportion (%) of pupil premium eligible pupils	28.65%
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	8th November 2021
Date on which it will be reviewed	September 2022
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	£66696
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73801

## 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*”. 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. 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 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.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Vocabulary and early language acquisition:</i> 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	<i>Phonics and the application of phonics when spelling:</i> Analysis of Phonics Screening Check results and assessment and observation of spelling in written work shows that difficulties in the acquisition of synthetic phonics and application in spelling is more prevalent amongst our disadvantaged pupils.
3	<i>Engagement with and comprehension of longer texts:</i> End of Key Stage Assessments, PIRA data, discussion and observation shows that our disadvantaged children are less likely to engage with reading longer texts and have more difficulty with inference.
4	<i>Persistent lateness and absence:</i> nearly all children who are persistently late or absent from school are disadvantaged. <b>Add comparative percentage</b>
5	<i>Mathematical attainment:</i> end of Key stage assessments, PUMA data and classroom observation shows that disadvantaged children are less likely to be confident in understanding and applying the four basic operations in maths.

## 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
Improved communication and language skills and vocabulary among disadvantaged pupils.	<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>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 achieve reading fluency in line with their peers by being able to read the accepted average of 90 words per minute by the end of KS1 and 110 words per minute by the end of KS2.</p>
<p>More children are confident in applying their phonic knowledge to: segment to spell.</p>	<p>Evidence of children applying their phonological knowledge in their books and choosing the correct spelling.</p> <p>Weekly spelling scores of disadvantaged children 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"> <li>● The percentage of disadvantaged children meeting the required standard in reading is equal to that of their peers.</li> <li>● Disadvantaged pupils have made improved progress in reading as compared to their end of KS1 reading result.</li> </ul> <p>Analysis of end of key stage assessments and PIRA tests show that disadvantaged children are answering inference style questions with the same accuracy as their peers.</p> <p>Disadvantaged children are able to speak knowledgeably about books they have read.</p>
<p>Improved attendance, reduction of children arriving late</p>	<p>The attendance rate of disadvantaged children is the same as non-disadvantaged.</p> <p>The number of 'late marks' recorded for disadvantaged children will be reduced.</p>
<p>Improved progress in Maths for those working well below ARE</p>	<p>Disadvantaged children will show Increased retention of knowledge measured through either small steps of progress on the B-Level assessments or through PUMA scores on termly assessments.</p> <p>Children able to recall and apply the four operations effectively to ability to appropriate word problems or calculations.</p> <p>Children can access ability appropriate maths tasks independently.</p> <p>Improved progress from their initial starting points on end of key stage assessments.</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: £19547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD NELI</b> - for Vocabulary and early language acquisition</p>	<p>CPD NELI :</p> <p>NELI and Pupil Premium “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. Successful pupil premium spend includes: 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 knowing who their disadvantaged pupils are. · Teachers being responsible for accelerating progress. Monitoring and evaluation of impact on pupil results.</p> <p>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019.</p> <p>The results provide strong evidence for the effectiveness of the NELI programme.</p> <p>The trial involved 1,156 pupils in 193 schools.</p> <p>NELI children made an average of 3 ADDITIONAL months’ progress in language.</p> <p>This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year).</p> <p><i>EEF state:</i></p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of</i></p>	<p>1</p>

	<p><i>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><b>CPD for all staff in the delivery of the RWI phonics programme and Fresh Start Materials.</b> ( £8856 cost of training and support materials)</p> <p>To: improve the teaching of phonics and the application of phonics when spelling. To improve reading in KS2</p>	<p>Read Write Inc. Phonics has been validated by the DfE as a complete Systematic Synthetic Phonics programme.</p> <p><b>KS1</b></p> <p><b>Reading</b> - 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><b>Writing</b> - 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</p>	<p>2, 3</p>

formation and how to join letters speedily and legibly.

Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

### **RWI Fresh Start**

#### **KS2**

Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts.

Children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They experience success from the very beginning. Lively stories and non-fiction texts are both age appropriate and closely matched to their increasing knowledge of phonics and 'tricky' words and as students re-read the texts, their fluency increases.

EEF efficacy trial shows Fresh Start's positive impact: The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on *Read Write Inc.* Fresh Start made 3 months additional progress in reading.

*EEF state:*

- 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.*
- 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.*
- 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).*

	<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><b>CPD - TA</b> (MDS) to be trained by teacher in the delivery of Inference for Reading intervention. (£210)</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, 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>	3
<p><b>Employ member of staff from P4YP</b> (Cost £5621)</p>	<p>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</p>	4



Cost for HoS attendance action and training £4860	<p>level behaviour management and self regulation etc.</p> <p>Meetings with other professionals such as TAF, ICPC/RCPC, Core Group meetings.</p> <p>Completion of EHA when necessary.</p> <p>Home visits and support with appointments.</p> <p>Weekly contact and updates with children, families and schools. Working in conjunction with DSL to support all families.</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> <p><i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i></p> <p><i>School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</i></p> <p>Attendance - WL monitors on a daily basis, follow up action with phone calls to parents, meetings with parents to arrange strategies to support families with poor attendance/punctuality. Home visits when no contact made (on morning of absence), support for families.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 39028

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Delivery of NELI programme (£600)</b></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>	1
<p><b>Delivery of RWI phonics and Fresh Start Materials</b> in 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% (once per week cost £12124)</p> <p>Fresh Start intervention - Daily interventions for some UKS2 who are below ARE and did not meet the required standard in the Y1 PSC (cost - one hour per day x 5 days per week £2905)</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>	2, 3

	<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><i>EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading.</i></p>	
<p><b>Reading intervention and focussed SPAG intervention groups with teacher (£12124)</b></p> <p>1 session per week per intervention group - reviewed every half term to measure progress.</p>	<p>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).</p> <p>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.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p>	<p>3, 2</p>

	<p>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.</p> <p>Shorter interventions of up to 10 weeks tend to be more successful. However, there are some examples of successful longer interventions.</p>	
<p><b>Maths Intervention:</b> Small group tuition - KS2 children who are well below ARE. One hour per day.</p> <p>Cost for 1 full day per week (split over 5 days per week) £11275</p>	<p><i>EEF State:</i></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	5

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

Budgeted cost: £ 15068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive for Young People sessions: Positive 4 Young	<i>EEF state:</i>	1, 4

<p>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><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>	
<p>Breakfast and After School Club</p> <p>Cost £13656</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
<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>	1 and 4
<p>FareShare Food</p> <p>£772</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 that disadvantaged children in</p>	

	<p>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>	
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**Total budgeted cost: £73643**

## 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 2020 to 2021 academic year.

Limited vocabulary on entry to the early years. Hampered by covid so continuing this year and building upon knowledge by using RWI to develop further skills. The impact so far is that children currently in year one that transitioned from EYFS have a good understanding of how to use a word of the day and how to use it in their writing. This is evident in Friday's golden assembly (Green Book) as the young children read their sentences out.

We continue to improve resilience in the older children due to the impact they have felt over lockdown. We have introduced 'Challenge Based Learning' throughout KS2 to enable children to thrive and develop their resilience through activities provided. Additionally, the importance of children taking on roles in school such as school council, worship group, play-ground buddy, house captain, anti-bullying ambassador etc has improved the wellbeing and determination of the older children to make change for the better. Staff are also taking part in 2 Twilight sessions on 'Emotional Regulation Training' in order to have a better understanding and to support children. School is also looking at training one member of staff on ELSA course.

GAPS - Predicted teacher assessment was 63% for PP children but attained 50%, non PP 81% predicted and attained 82%. Although PP is in line with national average (51%), as a school we are conscious that investment is needed for 21/22 to improve further (introduction of RWI plus specialised interventions with dedicated teacher).

Attendance for PP children Sep 20 - Jul 21 was 95.15%, Non PP children was 96.98%. COVID19 has had an impact on the attendance percentages. Monitoring and reporting of absence and lateness is now better. Families are challenged and followed up. Families that were absent have been supported by SLT to help improve. This includes the offer to families of breakfast and after school clubs to support getting to school earlier if needed. School have invested in P4YP (Positive for Young People) to help with improvement in attendance in addition to other issues that families may have. This will continue for 2021/22.

### 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
Power Maths	Pearson

## 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?	Phonics support throughout the year and during lockdown. Activity packs sent home during lockdown.
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence.





## Further information (optional)

Monitor PP children's access to extra curricular activities e.g sports, swimming, creative/maths. Openly provide opportunities for disadvantaged children rather than selecting most sporting able for example. Monitor registers of attendance at after school clubs, breakfast club, to be reported on a weekly basis. Sign post disadvantaged pupils to extra curricular activities.

Leaders in school need to consider what further strategies can be further adopted to raise attendance rates of disadvantaged pupils and reduce those classed as persistent absentees. Collaborate further and in more depth with P4YP staff and other schools in the Trust to develop and embed good practice for attendance.