

Pupil premium strategy statement REVIEW- Year 2 July 2020-2021

This document has been generated from the 3 Year Strategy (published in September 2019 and on the website). Due to the size and detail of this document, this statement summary is for Year 2 (2020-21).

School overview

Metric	Data		
School name	Loseley Fields Primary School		
Pupils in school	342		
Proportion of disadvantaged pupils	29%		
Pupil premium allocation this academic year	£112,980 + £1500 carry over from Year 1		
Total cost this year & carry over if app			
Academic year or years covered by statement	2019-20	2020-21	2021-22
Publish date	22 nd July 2021		
Review date	July 2022		
Pupil premium lead	Faye Johnstone (DHT)		
Governor lead	Charlotte Barnardo		

Disadvantaged attainment & progress scores for 2020-2021

End of key stage assessments in primary schools were cancelled as a result of COVID-19. In 2019-20 the school captured the children's data at the point of closure and then made predictions based on evidence of the year and knowledge of the children. The data for 20-21 was captured using past SATs papers under test conditions and the writing was moderated by the local authority which is why they are being compared to the last validated data point (2018-19). The progress measure for 2021 is generated by the FFT as a prediction based on the data we submitted. Whilst not validated, it give the school a sensible measure to evaluate standards across the school.

Disadvantaged pupil progress scores for last academic year

Measure	Score 2019	Score 2021
Reading	-1.2	
Writing	-3.5	
Maths	-1.7	
Combined	-1.4	

Disadvantaged pupil performance overview for last academic year

Measure	Subject	2018	2021	Comparison to 2018
Meeting expected standard at KS2	Reading	50%	40%	-10%
	Writing	44%	40%	-4%
	Maths	38%	20%	-18%
	Combined	19%	20%	+1%
Achieving high standard at KS2	Reading	13%	0%	-13%
	Writing	0%	0%	+0%
	Maths	13%	0%	-13%
	Combined	0%	0%	+0%

Review: last year's aims and outcomes

The breakdown of targets and strategies are on the 3 Year Strategy (published in September 2019 and on the website). This summary below brings this information together in a way that is meaningful for all stakeholders.

Aim	Target	Outcome
<p>To close the gap in attainment between pupil premium children and our non-disadvantaged children.</p> <p>Cost £38,429.92</p>	<p>To close the gap between reading and writing outcomes, bring writing in line with national standards.</p> <p>To ensure pupil premium children read regularly and widely as well as have reading books matched to their ability.</p>	<p>Children are enthusiastic about their learning and have enjoyed the rich curriculum despite the school closures. 57% of the PP cohort were in sch during the closure and non-engagement in remote education was deemed a vulnerability by the school. Whilst not all parents took these places, staff worked hard to secure engagement. Of the pupils at home, 90.5% were engaged in the remote offer.</p> <p>Moderation sessions continued for writing remotely and pupil premium writing was always sampled. During our LA voluntary moderation, they commented that, "A carefully crafted curriculum has engaged and enthused children and this is clearly evident in their writing," and "Children have gained in confidence and live lessons through disrupted learning periods have had a considerable positive effect on progress."</p> <p>The school placed a strong emphasis on reading over the year, especially during the school closure, and ensured that our youngest children had access to daily differentiated phonics through to our older children receiving live daily reading lessons. Along with the use of the AR programme, reading outcomes are good throughout the school with an increase in GDS in most year groups. In years 2, 3, 4 and 6, pupil premium children achieving EXS in reading is greater than Spring 2020 (pre-COVID).</p> <p>Of our Y6 PP cohort, 40% have EHCPs for learning needs and 10% of these children are pupil premium with SEND. Leaders carefully look at each cohort across the school to understand the dynamic of the group.</p> <p><i>See graphs in appendix.</i></p> <ul style="list-style-type: none"> Year 6 combined at the expected standard this term is 10% higher than it was for matched PP children in Spring 2020 (last data capture before COVID). This is also true in reading at the expected standard. In writing, the expected standard this term is 20% higher than it was for matched PP children in Spring 2020. This group's outcomes were impacted on more significantly that their non-disadvantaged peers in the second school closure and this recovery is therefore accelerated. In Year 2, early identification and targeting has seen GDs combined reach 10% (was 0% in EYFS). Reading is particularly strong across the school, mainly attributed to the Accelerated Reader Programme, but in Y2 80% of pupil premium pupils achieved the expected standard in reading, exceeding their EYFS outcomes as well as where they were in Spring 2020. <p>→ In Y6, the pupil premium children did not recover as well over time in maths. This is not necessarily reflected across the school and is more cohort specific. For example, in Y2 maths, PP children outcomes were 30% greater in the Summer Term than in Spring 2020.</p> <p>→ Across the school, pupil premium children's writing has been impacted by gaps in spelling and grammatical knowledge which is likely linked with lockdown. We understand that whilst engagement was good, writing was often the area children struggled with. This is an area of significance to close the gap. Reading has continued to improve at a greater rate, meaning the gap has not narrowed.</p> <p>→ Continue to focus on early identification of PP higher attainers to increase the number of PP children achieving greater depth standard in Reading, Writing and Maths.</p>
<p>To ensure that pupil premium children with SEND make good or better progress from starting points.</p> <p>Cost £71,326.40</p>	<p>Pupil Premium children not on track to make progress in reading, writing and maths are targeted to make accelerated progress and meet targets based on starting points.</p> <p>Improve the attendance of pupil premium children, particularly focusing on reducing PP children who are persistently absent.</p> <p>KS1 children to receive additional phonics sessions to close any gaps as a result of COVID-19 closure to ensure that they pass the phonics screening.</p>	<p>Year 2-6 use Accelerated Reader. Expected progress annually in reading age is 1 year. 43% of pupil premium children using the programme made between 1 and 2 years progress in their reading age, with 19% making more than 2 years progress. In years 2, 3, 4 and 6, pupil premium children achieving EXS in reading is greater than Spring 2020 (pre-COVID).</p> <ul style="list-style-type: none"> 80% of PP children who took part in BRP made more than expected progress (expected progress is 6 months in 10 weeks - the lowest progress was 9 months; highest progress was 1 year 3 months). One child did not make the expected progress by 1 month - made 5 months progress. 44% of PP children who took part in the On Track maths made expected progress in their PUMA assessment in the summer term. 25% of PP children who took part in the On Track Reading intervention made expected progress in their summer PIRA assessment. Rapid writing will not be continued as it was not seen to be making any impact on the children's writing in the classroom. We will be focusing more on the On Track Writing intervention which this series, when completed consistently alongside high-quality teaching, the impact is exactly where it should be - getting children to the expected standard. <p>57% of the PP cohort were in sch during the closure and non-engagement in remote education was deemed a vulnerability by the school. Whilst not all parents took these places, staff worked hard to secure engagement. Of the pupils at home, 90.5% were engaged in the remote offer.</p> <p>Last year's PA figures were impacted significantly by closures and we therefore do not have a year end comparison. However, over the course of the year, PP PA has gone from 21% at the end of the Autumn Term (this increased dramatically in the last two weeks of the term as there was a rise in cases locally and bubble closures) to 17% this term. Whilst there is a slight improvement, this continues to be an area of focus next year.</p> <p>In Y1, 35% of the PP cohort passed the phonics screening (administering an old paper). They will continue to be targeted moving into Y2 where they will take screening in the Autumn Term so we can compare progress after uninterrupted learning. In Y2, 89% of the PP cohort passed the screening (again a past paper). 66% of the PP ch who did not pass have EHCPs and there are structured phonics interventions that follow on from KS1 in Y3 to target these pupils.</p>

<p>To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.</p>	<p>To develop resilience in our most vulnerable pupils so that they feel able to overcome barriers to learning.</p>	<p>The Eco-therapy role has supported many children this year and continued during the school closure. Eco-boxes were dropped to children's homes and they engaged in sessions via Zoom. The children in school also accessed these sessions. 64% of pupils receiving pastoral support from the HSLW are PP (52% of the PP cohort). 65% of pupils accessing Eco-therapy are PP (28% of the PP cohort). The work of our HSLW has been crucial this year. She has ensured that she delivered food parcels weekly to our families during the school closure and this has continued as restrictions ease. She undertook socially distanced doorstep visits to vulnerable families who did not attend school and undertook weekly welfare calls. She and our Eco-therapist have worked hard with pupils to support their emotional wellbeing upon their return to school, adapting sessions to meet individual's needs.</p>
<p>Cost</p>	<p>To fully embed the new lunchtime offer to further improve behaviour at lunchtimes and reduce the number of incidents involving our most disadvantaged.</p>	<p>Despite restrictions, the school have funded holiday camps and Rocksteady sessions for PP children to ensure they had access to the wider curriculum. Within Rocksteady, we doubled the spaces for PP children so that they represented half of each band. In the Summer Term, we restarted clubs and ensured that the company delivering these offered some PP place which the school matched. The admin team carefully track these clubs so that vulnerable children and parents are approached to attend. 35% of pupils attending extra-curricular activities are PP (29% of the PP cohort). The DFE have funded holiday camps for FSM children this summer and a local outdoor company approached the school and offered two weeks' worth of session, with a morning and afternoon group (this covered all PP children as it did not include Reception and Year 1 due to the nature of the activities). Whilst the sessions are of no cost to the school, the organisation, admin time and collation of paperwork was undertaken by the admin team to ensure children attended.</p>
<p>£5,551.06</p>	<p>To ensure that pupil premium children have priority access to clubs and trips so that they are able to fully engage in the wider curriculum offer.</p>	<p>The Delight Charity continued their work throughout the year. In the Spring Term their sessions were remote and had the highest engagement for the year group taking part. The children produced high quality artwork that has now been displayed in their own 'gallery'. The Dance Detective programme took place in school and the children thoroughly enjoyed the sessions. The staff commented on how engaged previously disengaged children were, especially on their ability to use language to describe character. Delight in Shakespeare took place both in school and virtually. As a result of the programme, the children experienced watching a professional production of Shakespeare and were able to write the story of The Tempest. PP children applied language learnt in the sessions into their writing. We will continue working with the charity on a longitudinal project over the next three years.</p> <p>Children have continued to play in year group bubbles this year using a range of play equipment: wheeled trays, stilts, balls, balance bars as well as other sports equipment. The children will phase back into play with other year groups and the lunch time offer will continue to develop from there, including play leaders.</p>

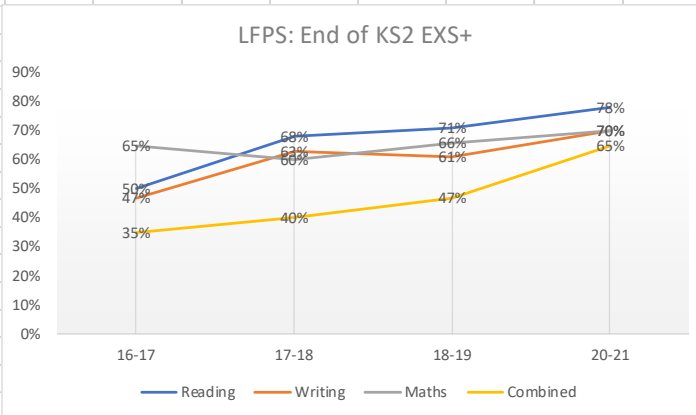
Costing breakdown- 2020-2021

Teaching	
Action	Cost
Power of Reading subscription	£350.00
Writing CPD	£9,661.46
Writing moderation	£9,661.46
Writing assessment	£4,830.73
MARK analysis (data entry)	£82.61
Mental Health First Aider Training (National College)	£500.00
Maths CPD	£4,830.73
Science CPD	£4,830.73
Curriculum Monitoring	£2,761.66
T&L Lead mentoring time	£920.55
TOTAL	£38,429.92
Targeted	
Action	Cost
Fresh Start	£3,221.62
Boosting Reading Potential	£5,878.88
Rapid Writing Intervention	£7,838.50
On Track for Maths	£10,738.75
On Track for Reading	£10,738.75
On Track for GAPS	£10,738.75
HSLW/Flourish support	£22,171.17
TOTAL	£71,326.40
Enrichment	
Action	Cost
After school Sports Club	£813.53
Before school Sports Club	£813.53
Football club	£300.00
Rock Steady places	£1750 *carry over used to increase access for PP ch
Boogie Pumps places	£500.00
Half term Sports Club spaces	£624.00
Trips funding	£2,000.00
Uniform & other	£250.00
TOTAL	£5,551.06
COMBINED TOTAL	£115,307.38

**some funds will be carried over to next year due to restrictions*

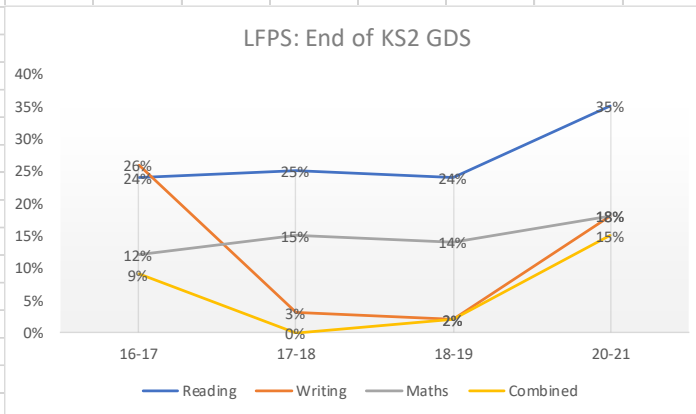
End of KS2 Data Overview Over Time

	16-17	17-18	18-19	20-21
Reading	50%	68%	71%	78%
Writing	47%	63%	61%	70%
Maths	65%	60%	66%	70%
Combined	35%	40%	47%	65%



Combined at the end of KS2 at EXS+ demonstrates the impact of improvements in the quality of teaching and learning over the last three years, despite the pandemic. Reading shows a steady improvement over time and exceeds national standards for EXS+. The gap between reading and writing is marginally wider this year but this is because both standards in reading and writing have improved, reading more significantly and writing moving closer to national. This trajectory is reflected in maths where outcomes are now starting to get closer to national standards.

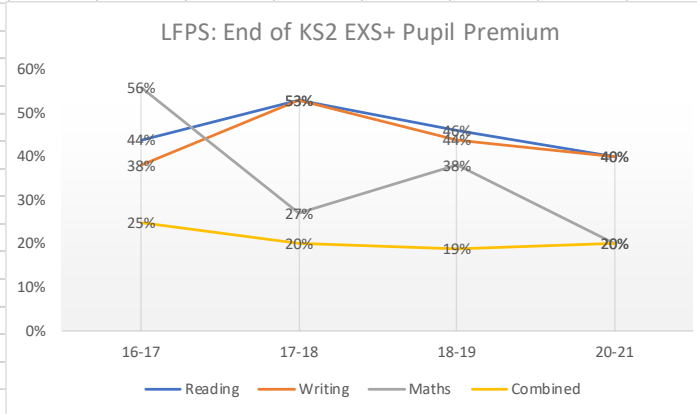
	16-17	17-18	18-19	20-21
Reading	24%	25%	24%	35%
Writing	26%	3%	2%	18%
Maths	12%	15%	14%	18%
Combined	9%	0%	2%	15%



We see across all areas there has been an increase in the percentage of children working at greater depth. In particular, the combined outcomes for this group demonstrates how GDS is targeted across the curriculum. The outcomes for GDS in Y6 are reflected in most year groups, particularly in reading which we feel is largely down to the combination of good quality teaching along with the Accelerated Reader Programme.

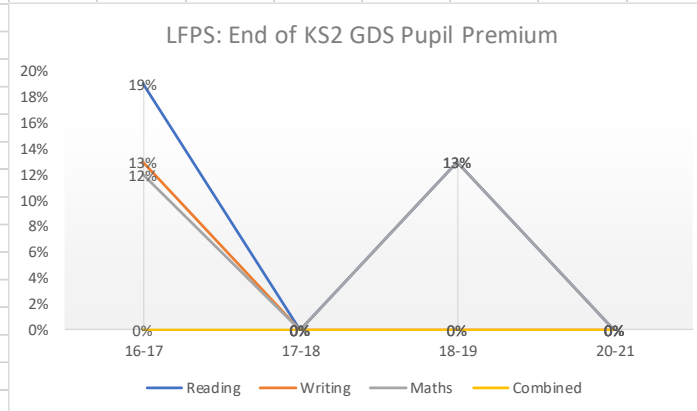
Pupil Premium End of KS2 Data Overview Over Time

	16-17	17-18	18-19	20-21
Reading	44%	53%	46%	40%
Writing	38%	53%	44%	40%
Maths	56%	27%	38%	20%
Combined	25%	20%	19%	20%



Outcomes for pupil premium children have not consistently improved over time. However, this year's cohort are complex with many pupils who have complex SEND. Therefore, see pupil premium pure.

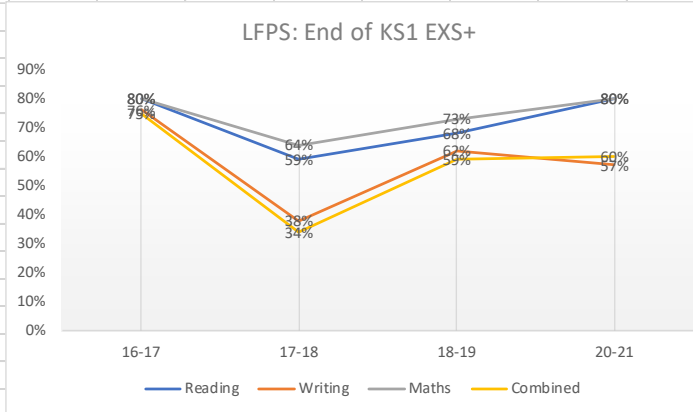
	16-17	17-18	18-19	20-21
Reading	19%	0%	13%	0%
Writing	13%	0%	0%	0%
Maths	12%	0%	13%	0%
Combined	0%	0%	0%	0%



Pupil premium children historically have had lower starting points than their non-disadvantaged peers and therefore have less pupil identified as higher attainers in KS1. This needs to continue to be an area of focus moving forwards.

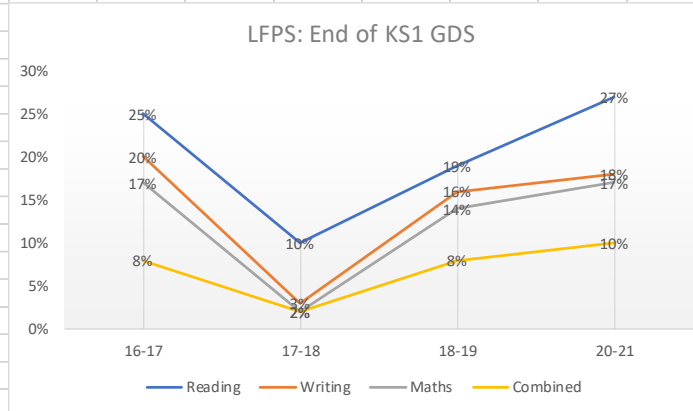
End of KS1 Data Overview Over Time

	16-17	17-18	18-19	20-21
Reading	80%	59%	68%	80%
Writing	76%	38%	62%	57%
Maths	80%	64%	73%	80%
Combined	75%	34%	59%	60%



Combined at the end of KS2 at EXS+ demonstrates the impact of improvements in the quality of teaching and learning over the last three years, despite the pandemic. Reading shows a steady improvement over time and exceeds national standards for EXS+. The gap between reading and writing has widened this year. Children lower down the school have bigger gaps in spelling and grammar which have impacted on attainment as a result of the pandemic; this is a national problem as outlined by moderators in our voluntary LA moderation. This dip in writing is why combined hasn't accelerated again this year like it has done in Y6. In maths, there has been steady progress over the last three years with EXS+ exceeding national standards.

	16-17	17-18	18-19	20-21
Reading	25%	10%	19%	27%
Writing	20%	3%	16%	18%
Maths	17%	2%	14%	17%
Combined	8%	2%	8%	10%



We see across all areas there has been an increase in the percentage of children working at greater depth. In particular, the combined outcomes for this group demonstrates how GDS is targeted across the curriculum. The outcomes for GDS in Y2 are reflected in Y6, particularly in reading which we feel is largely down to the combination of good quality teaching along with the Accelerated Reader Programme.