

Pupil premium strategy statement – Loseley Fields Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our three year pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------|
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year that our current pupil premium strategy plan covers | 22-23 23-24 24-25 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Amanda Pedder (HT) |
| Pupil premium lead | Faye Johnstone (DHT) |
| Governor / Trustee lead | Charlotte Barnardo |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £164,415 |
| Recovery premium funding allocation this academic year | £18,415 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £182,830 |

Part A: Pupil premium strategy plan

Statement of intent

At Loseley Fields, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan. Our priorities to ensure that we do this are:

To close the gap in attainment between pupil premium children and our non-disadvantaged children.

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our bespoke curriculum is a core knowledge curriculum. It creates a secure bank of knowledge and skills that children build upon in secondary school and gives them the capital required to access society in adulthood. As well as focusing on teaching, we will also ensure that we have specific targeted intervention that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that no child 'slips through the net'. At Loseley we 'put our arms around' our disadvantaged pupils and make sure that they are 'not left behind'. Teachers are focusing on developing a shared language of pedagogy from Rosenshine's Principle of Instruction and are using instructional coaching to implement and embed these principles in action.

To ensure that pupil premium children with SEND make good or better progress from starting points.

We know that the SEND system can be daunting and could potentially therefore leave our disadvantaged more so if they are unable to navigate the processes without support. Our end of key stage data shows a gap between the attainment of PP children with SEND and non-disadvantaged SEND. As a school, we support our families through the SEND process to ensure that they have access to what they are entitled to so that we can protect their provision moving forwards. This includes access to our SEND Team as well as pastoral support through our HSLWs. At Loseley Fields, every teacher is a teacher of SEND who differentiates the learning to meet the needs of all pupils. If we can see from our tracking and monitoring that children may require additional support, we aim to use targeted intervention to 'catch children up' so that they can better access the age appropriate curriculum.

To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Closing the gap is more than just data and we know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built 'cultural compensation' into our curriculum. Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically planned for so that we are building the personal qualities required for life such as resilience and doing things without reward. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. This year, we are launching Inclusion Advocates for Pupil Premium, SEND and Play to bridge between the strategic work of leaders and the pupils. We want to ensure that our disadvantaged pupils feel heard and that their contributions matter. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be. This may come in the form of parenting support, gardening groups or 1:1 nurture support. As the curriculum has developed, so have the pupil leadership opportunities and should reflect the diversity of the school population. Loseley is regenerating performing arts provision across the school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | There continues to be an increase in the number of pupils entering school at Reception with special educational needs and disabilities, particularly related to communication and speech and language. This therefore impacts on progress not only within the early years but also into Key Stage 1. |
| 2 | Whilst pupil premium children make good progress from starting points, there is a gap between disadvantaged and non-disadvantaged pupils passing the phonics screening. |
| 3 | Low attainment in the technical aspects of writing (for example, spelling) has disproportionately affected disadvantaged pupils' outcomes in comparison to their non-disadvantaged peers which has prevented them from reaching the expected standard in writing. As a result, these pupils do not achieve the combined measure at the expected standard. These secretarial skills improve over time and this is therefore a challenge we need to continue tackling into Y2 of this strategy cycle. |
| 4 | Progress in maths for pupil premium children is improving over time but it remains below average progress. We have seen an increase in outcomes in fluency from work over the previous year and we will now be moving this to target problem solving and reasoning. |
| 5 | There is a gap between PP and Non-PP children who are persistently absent. We need to ensure that our disadvantaged children attend school regularly, receiving the appropriate support, to ensure that they can access the curriculum on offer. |

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 |
|---|--|
| To train all new EYFS and KS1 staff in Phonics Bug, ensure that they attend Trust-wide networks and have appropriate CPD for Communication and Language interventions such as NELI. | <ul style="list-style-type: none"> All new staff are trained in how to plan and deliver Phonics Bug. All new to EYFS and Y1 attend Trust-wide year group networks to share good practice and have up-to-date information regarding the EYFS. Communication and language interventions have good outcomes for pupils and they make good progress from starting points. |
| To ensure that assessments accurately enable teachers to target the communication and language needs of pupils in EYFS, enabling them to transition into Year 1 and make good or better progress from starting points. To deliver high quality communication and language interventions to pupils in EYFS. | <ul style="list-style-type: none"> Teachers accurately assess and track disadvantaged pupils' attainment and progress in line with the EYFS curriculum. Needs are identified at the earliest point and intervention is targeted accordingly. Children make good progress from starting points in EYFS and transition well into KS1. Planning and interventions target communication speech and language needs of the children. Disadvantaged children make good or better progress from starting points in PED. |
| To increase the number of Pupil Premium children passing the screening in Y1 to enable them to transition well into Y2 and access the Y2 reading and spelling curriculum earlier. Pupil premium children with SEND make good or better progress in phonics from their start points. | <ul style="list-style-type: none"> The teaching of phonics is consistently strong across EYFS and KS1. Pupil premium children passing the screening in Y1 increases. There is accurate assessment and tracking of phonics progress and outcomes for disadvantaged pupils. Teachers and leaders accurately identify gaps in learning and intervention is targeted accordingly. Early reading books (phonically decodable) match children's ability and phase of phonics. Pupil Premium children pass the phonics screening in line with their non-disadvantaged peers. Pupils with SEND make good or better progress in phonics. Gaps in phonic knowledge are identified and targeted early through intervention. Pupil premium children who have not passed the screening in Y1 are targeted in Y2. |
| To improve pupil premium children's ability to spell and punctuate accurately in their independent writing. As a result, the number of pupil premium pupils achieving the expected standard in writing increases, thus increasing the | <ul style="list-style-type: none"> PP attainment and progress is in line with or exceeds their non-disadvantaged peers in writing. PP progress is good or better writing. Sounds and Syllables is embedded and used consistently across KS2 to teach & assess spelling. |

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| combined measure at the EXS for the end of KS2. | <ul style="list-style-type: none"> Spelling outcomes for pupil premium children are good. They apply what they have learnt in their independent writing. The gap between reading and writing for disadvantaged pupils has narrowed. Staff have a strong understanding of disadvantaged children's attainment and progress in writing. Teachers identify specific gaps in spelling, punctuation and grammar confidently and target these gaps accurately, assessing and tracking progress. PP children make good or better progress as a result of targeted intervention. PP children who take part in structured interventions transfer knowledge from these sessions into the learning in class.] The EXS Combined measure at the end of KS2 increases for Pupil Premium children. |
| For pupil premium children to make good or better progress in maths, impacting on the number of pupils achieving the combined measure for EXS at the end of KS2. | <ul style="list-style-type: none"> PP attainment and progress is in line with or exceeds their non-disadvantaged peers in maths. PP progress is good or better maths. Pupil premium children are accurate when problem solving in maths and whole school analysis demonstrates this. Staff have a strong understanding of disadvantaged children's attainment and progress in maths. Teachers analyse assessments to identify specific gaps in learning confidently and target these gaps accurately. The EXS Combined measure at the end of KS2 increases for Pupil Premium children. PP children make good or better progress as a result of targeted intervention. PP children who take part in structured interventions transfer knowledge from these sessions into the learning in class. |
| To reduce the persistence absence figure for pupil premium children and ensuring this figure is in line with their non-disadvantaged peers. | <ul style="list-style-type: none"> The pupil premium PA figure is in line with their non-disadvantaged peers. Leaders identify attendance concerns early and work with families to bring about positive change, enabling children to access learning. Pupil premium children attend school regularly. Attendance procedure and policies are robust. |
| Teachers to have a shared language of our school approach to teaching and learning, focusing on key principles from Rosenshine's Principles of Instruction. | <ul style="list-style-type: none"> Teachers understand pedagogical principles behind their planning, teaching and assessing of children. Teachers are reflective of their practice and consider how they can adapt provision to meet the needs of all learners. Outcomes for disadvantaged pupils are good or better. They make good or better progress from starting points. |

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: £57,200

| Activity | Evidence that supports this approach | Challenge addressed |
|---|---|---------------------|
| Induct new EYFS staff to ensure that they are fully trained to deliver Phonics Bug. | DFE and EEF recognise that new staff must undergo the appropriate training to ensure that the programmes and interventions are implemented as they are intended to. DFE requires all staff to undertake the Phonics provider's training. | 1 & 2 |
| To ensure that high quality continuous provision and objective led planning is delivered consistently in the EYFS at the same time as interventions. | Carefully planned continuous provision will enable children to learn skills, challenge their thinking and help them to embed concepts. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. How your environment is planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity. | 1, 2 |
| To utilise working with the Literacy Hub to continue to embed the phonics provision across KS1 to further improve outcomes in early reading and early spelling. | DFE validation process. Use of DFE approved local English Hub to ensure school meets requirements. EEF state that phonics has a, 'high impact for very low cost based on very extensive evidence.' Key finding 1: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the | 2 |

| | | |
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| | development of early reading skills, particularly for children from disadvantaged backgrounds.' | |
| Professional development for leaders and teachers of problem-solving strategies used in mastery for maths. | EEF Toolkit reports mastery learning has high impact for very low cost based on limited evidence (+5m). Collaborative learning in maths has a positive impact for low cost (+5m). | 4 |
| Continued Early Years Fluency in Mastery Programme. | EEF Toolkit reports mastery learning has high impact for very low cost based on limited evidence (+5m). | 4 |
| Sounds and Syllables staff training to embed use of the programme across the school. | EEF reports phonics has a high impact for very low cost based on very extensive evidence (+5m). This spelling scheme & curriculum is based on the principles of phonics knowledge the children acquire in KS1 and should therefore support children in more accuracy spelling independently in their writing. | 3 |
| Staff CPD on writing, focusing on analysing children's use of age-related grammar and punctuation, and ensuring the consistency of the writing process is being implemented across the school. | Phonics programme linked with early literacy- EEF improving literacy at KS1 Teach writing composition strategies through modelling and supported practice... Develop pupils' transcription and sentence construction skills through extensive practice... Target teaching and support by accurately assessing pupil needs... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease - EEF improving literacy in KS2 See below | 3 |
| Staff CPD and instructional coaching focusing on aspects of pedagogy to ensure that practice is based on research and evidence. For example, Rosenshine's Principles in Practice, formative assessment etc. High quality AfL by all teachers, focusing on how they gather information from children and adapt practice as a result. | CPD for staff to research, interrogate and develop effective systems for assessment and feedback, enabling staff to provide high-quality feedback to pupils and gather feedback on how well pupils have learned a topic. Teachers can therefore address any misunderstandings and provide the right level of challenge in future lessons (<i>Assessment & Feedback, EEF</i>). | 1-5 |

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

Budgeted cost: £87,672

| Activity | Evidence that supports this approach | Challenge addressed |
|--|--|---------------------|
| Communication and Language, Speech and language & PED interventions in EYFS and Y1. For example, NELI. | The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.' Nuffield Early Language Intervention. The EEF have extensive evidence to show positive outcomes as a result of the programme for very low cost (+4m). TA interventions have, 'moderate impact for moderate costs (impact +4 months' EEF. Oral language interventions have very high impact for very low cost based of extensive evidence (+6m). | 1, 2 & 4 |
| To identify and target Pupil Premium children not on track to meet targets in maths and writing through structured interventions. | TA interventions have, 'moderate impact for moderate costs (impact +4 months' EEF. Data from last academic year shows the On Track interventions to have had a good impact on outcomes for disadvantaged pupils. | 1-5 |
| To identify and target gaps in phonics knowledge for PP children so that they achieve their phonic milestones, including passing the phonics screening. Targeting disadvantaged pupils who are not on track to pass the phonics screening at the end of Y1 and in the Autumn Term of Y2, including the use of targeted interventions. | DFE new validation process. Use of DFE approved local English Hub to ensure school meets requirements. EEF state that phonics has a, 'high impact for very low cost based on very extensive evidence.' Key finding 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.' | 1-2 |
| Improve the attendance of pupil premium children, particularly focusing on reducing PP children who are persistently absent. | We know that in primary schools use of positive strategies for the pupils are most effective alongside tailored work with families. A structured system for support is in place and we know that the strategies used from meeting with parents to working with the LA have had positive outcomes of PP attendance. EEF parental engagement has 'moderate impact for very low cost based on extensive evidence. | 1-5 |

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

Budgeted cost: £20,498

| Activity | Evidence that supports this approach | Challenge addressed |
|--|--|---------------------|
| Develop role of Inclusion Advocate for: - Pupil premium - SEND | We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children (EEF Pupil Premium Guidance). | All |

| | | |
|--|---|--------------------|
| <p>- Play</p> <p>To develop pupil and parent voice of our disadvantaged pupils to better understand their lived experiences and make appropriate adaptations to improve self-esteem and outcomes.</p> <p>Play advocate to run lunch time provision for disadvantaged pupils to reduce the number of behaviour incidents at lunch time.</p> | <p>To do this best for our disadvantaged, we need to understand what each of them receive and consider this in comparison to non-disadvantaged pupils. This means our strategy is tailored for our pupils in their context.</p> <p>EEF- 'use simple approaches as part of your regular routines' We know, as referenced in the EEF behaviour summary, that good relationships and a tailored curriculum support positive changes to pupil behaviour.</p> | |
| <p>To review and develop PSHE curriculum to ensure that children develop their understanding of safety outside of school e.g. safety.</p> | <p>EEF- Improving social and emotional learning This research summary outlines how reinforcing SEL skills through whole school ethos and activities creates a culture of safety, regulation and therefore impacts positively on pupils.</p> <p>Our pupil survey showed children were confident reporting safety concerns to adults in school but were less so outside of school. Many pupils reported a feeling of safety online but this is relative to their understanding.</p> | <p>All, spec 5</p> |
| <p>To develop children's language and literacy skills through the creative arts. <i>Delight longitudinal study.</i></p> | <p>Delight programmes are designed specifically to overcome the barriers that children from disadvantaged backgrounds encounter. Delight programmes broaden horizons, increase opportunities and strengthen relationships whilst being soundly rooted in developing key learning and life skills.</p> <p>EEF state that Arts Participation has 'moderate impact for very low cost based on moderate evidence' with +3 months impact on outcomes.</p> <p>Collaborative learning has, 'high impact for very low cost based on limited evidence.'</p> | <p>All, spec 5</p> |
| <p>To further develop the lunchtime offer, including a play lead and young leaders, to further improve opportunities for physical activities that promote positive social interaction.</p> | <p>We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children, inc behaviour (EEF Pupil Premium Guidance).</p> <p>School based analysis shows a reduction in incidents when high quality, planned activities are available to the children.</p> <p>Modelling language through play has a positive impact on children's language skills.</p> <p>When children have successful lunchtimes, they are able to focus on learning when in class.</p> | <p>All, spec 5</p> |
| <p>To target additional pastoral support for our most vulnerable pupils so that they feel able to overcome barriers to learning, including appointment of second eco-therapist.</p> | <p>EEF states, 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' We know there is growing research, particularly within the Mental Health field, looking at the link between gardening therapies and mental health support.</p> | <p>All</p> |

Total budgeted cost: £ 165,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2

Attainment

| | EXS+ inc LAN | GDS+ inc LAN |
|------------------|--------------|--------------|
| Combined R, W, M | 33% | 0% |
| Reading | 60% | 13% |
| Writing | 40% | 7% |
| Maths | 47% | 7% |
| SPAG | 47% | 7% |

At the expected standard in Reading, we are in line with national attainment for disadvantage. We are behind national figures in combined, writing and maths for attainment.

Progress

| | Progress |
|---------|----------|
| Reading | 1 |
| Writing | 1 |
| Maths | -1.3 |

Whilst we have to be cautious comparing data from years impacted directly by COVID, it is important to note our progress measures (validated but not published for 20-21 and not validated for 19-20) in maths as it demonstrates an improving picture over time.

| | 19/20 | 20/21 | 21/22 |
|-------|-------|-------|-------|
| Maths | -5.8 | -2.1 | -1.3 |

- Excluding the LAN Centre, 90% of the children made good or better progress from KS1 in the combined measure.
- Excluding the LAN Centre, 100% of the children made good or better progress in reading from KS1 with 30% making accelerated progress.
- Excluding the LAN Centre, 90% of the children made good or better progress in writing with 40% making accelerated progress.
- Excluding the LAN Centre, 90% of the children made good or better progress in maths with 20% making accelerated progress.

Y4 Multiplication Check

There is no pass mark for the Y4 multiplication check. The total numbers of marks is 25.

| Marks | % Pupils |
|-------|----------|
| 0-5 | 0% |
| 6-10 | 15% |
| 11-15 | 0% |
| 16-20 | 8% |
| 21-25 | 62% |

End of KS1

Attainment

| | EXS+ | GDS+ |
|------------------|------|------|
| Combined R, W, M | 31% | 0% |

| | | |
|---------|-----|----|
| Reading | 31% | 8% |
| Writing | 31% | 0% |
| Maths | 31% | 0% |
| SPAG | 23% | 0% |

Phonics

| | |
|--------|-----|
| | Met |
| Year 1 | 60% |
| Year 2 | 62% |