

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Loxwood Primary School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	17.12.21
Date on which it will be reviewed	1.7.22
Statement authorised by	P Kitson R Newman (PP gov)
Pupil premium lead	P Kitson
Governor / Trustee lead	Roger Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,485
Recovery premium funding allocation this academic year	£tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,485

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The key areas of need at Loxwood:

- Social and Emotional need
- Support for families in crisis
- Children that are both SEND and disadvantaged
- Attendance

Key principles

- Pupil Premium funding is designed to support schools in raising the attainment of disadvantaged children. However, many of the most effective ways to do this will also benefit other groups of pupils. Good quality teaching is the most important lever schools have to improve standards, and developing whole class teaching is key.
- Interventions used for small numbers of pupils will be chosen on the basis of high quality research and evidence based outcomes. Interventions are most successful when deployed alongside whole class teaching strategies.
- Pupil premium allocation is part of a whole school strategy and is developed within our school development plan.

At Loxwood we have a tiered approach to spending Pupil Premium funding; teaching, targeted academic support and wider strategies. All strategies are evaluated regularly (for short term interventions) and annually for whole school approaches (as part of the School Development Plan). This cycle of plan, do, review and evaluate ensures that spending has an impact on our young, vulnerable learners.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Mental Health. Emotional regulation affects a number of disadvantaged children and this can lead to challenging behaviours. In turn this impacts on their progress.
2	Support for families in crisis or in need of Early Help. Supporting the family as a whole can improve outcomes for children within school.
3	Complex support for children that are both SEND and disadvantaged. A number of our pupils are both disadvantaged, PP, and on the SEND register. Provision can be complex and may require staff to have specific training and or resources to support them.
4	Attendance Attendance is essential in raising attainment. This includes participation during remote learning.

5	<p>Speech and language in EYFS and KS1 inhibiting their progress in phonics, reading and writing</p> <p>A growing number of pupils have oracy skills that are delayed and below their peers. This impacts on their ability to access phonics, early reading and writing.</p>
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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
Disadvantaged children are able to regulate their emotions, build resilience and are therefore better able to learn and make progress	Dysregulated disadvantaged children are showing fewer incidents of behaviour that stops them learning; there continue to be no exclusions; disadvantaged children are able to engage in discussions about their learning and progress; they show good levels of self-esteem
Families self refer to Early Help and take advantage of additional support and help provided by West Sussex County Council. This whole family approach will improve the environment at home that may be contributing to the children's progress and learning within school.	There is an increase in uptake of families contacting Early Help when the school offers this service. This support is then reflected in the child's learning, presentation or level of need
Children identified as both disadvantaged and SEND have individual learning plans that are evaluated termly for success to ensure that any targeted support is effective and appropriate	These children make good progress for their starting points
Disadvantaged children demonstrate regular attendance. This allows children to fully participate in the curriculum and be supported in this. Regular attendance reduces the 'gaps' in learning and also mitigates the need to go over learning that has been forgotten.	All pupils show over 90% attendance
Disadvantaged children in the Early Years and Key Stage one make progress in line with their peers	A higher number of pupils pass their phonics screening and attain a Good Level of Development at the end of Reception and Age Related Expectations at the end of KS1 (including those able to gain greater depth)

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: £2,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further Read, Write Inc training	If phonics is explicit and systematic it can have a high impact on children's learning. Consistency and fidelity to a scheme such as Read, Write Inc (a scheme indorsed by DfE) requires training as new staff arrive, and to ensure consistency across all classes.	2 and 3
Whole school training in Behaviour strategies provided by Learning Support and Behavioural team at WSCC		1 and 3

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

Budgeted cost: £10261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant hours in relevant classes	All our TAs are trained. Targeted deployment of TAs has a high impact on learning (EEF Toolkit)	1 and 3
Structured interventions provided by qualified teachers for specific pupils	High quality interventions by qualified teachers have a high impact on learning (EEF Toolkit)	3 and 5
Specific training for teaching assistants to enable support for individual pupils, e.g. precision teaching, speech and language interventions	Specific training and one to one interventions, including speech and language can have a high impact on children' learning EEF Toolkit	3 and 5

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

Budgeted cost: £7047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Learning mentor provision is provided to increase the number of pupils that can access this support	The ability to self-regulate has a high impact on pupils learning Sutton Trust EEF Toolkit	1, 3
Providing access to a free sports club for disadvantaged pupils	Costs can be a limiting factor for disadvantaged children. Accessing sports is key in ensuring inclusion and providing children with enriching experiences	1
Providing access at either a reduced cost or no cost to wrap around care, supporting families in gaining employment or challenging pick up and drop off situations	Providing opportunities for parents to access wrap around care can support with food costs (of breakfasts) and enable working hours for parents to be more flexible.	1,2,4
To support with costs for residential trips, trips, music lessons – using specific partners e.g. Sussex music service	Disadvantaged children are at risk of not being able to access the same enrichment activities as other pupils and therefore not having the same experiences to inform their decisions and aspirations in later life (cultural capital). These experiences play a key part in team building, confidence and independence	1, 3 and 4
Support with buying school uniform	A full school uniform provides children with a sense of belonging and ensures that they are able to fully participate in the school day	1 and 4
Forest School provision (partial)		1, 4 and 3

Total budgeted cost: £ 19485

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.

Due to the pandemic many of our strategies were either changed mid-way through the year or where cancelled. However, a significant number of our disadvantaged, Pupil Premium and SEND pupils attended during the second lockdown. We targeted vulnerable and disadvantaged children to attend school and although not 100% of families took up the offer, the children that did attend were able to work in small groups with targeted teaching. Children learning from home benefited from personalised learning and their parents were provided with strategies specific to support their child's learning.

We used the catch up fund to provide support for all year groups led by qualified teachers and teaching assistants. Small groups of children in Key Stage 2 were provided with Maths and English interventions. Key Stage 1 and Reception pupils were provided with additional phonics support. Year 5 and 6 interventions started remotely whilst schools were partially closed. Assessment at the end of each six week intervention period showed that all pupils involved made progress.

In July, teacher assessments showed that 67% of pupil premium children had achieved most or all of the skills required to move onto the next stage in learning in Reading and 75% had achieved all or most of the skills provided to move onto the next stage in learning in Maths and English.

Across the whole school, the impact of the pandemic is shown in writing attainment across the board, particularly in their use of GPS (grammar, punctuation and spelling). In Maths, place value has been prioritised this year to ensure that any building blocks missed are re-covered.

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
Read, Write Inc	Oxford University Press
White Rose Maths	Trinity MAT

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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