Pupil Premium 2020-21

This report details how Pupil Premium funding is allocated at Loxwood Primary School. Our Pupil Premium Policy sets out the principals and range of provision that we consider when a child or group of children have been identified as needing additional support in order to improve outcomes in learning or well-being.

The table below demonstrates how Pupil Premium has been allocated for the last academic year. This is determined by the needs of our current pupils (academically, socially and emotionally) and how we are going to support these needs. These areas may only be part funded by Pupil Premium funding as other pupils will access these resources. All interventions support and resources are tracked and assessed in order to ensure that they have a positive impact on our young learners.

Key Principals

- 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 School we have a tiered approach to Pupil Premium spending; teaching, targeted academic support and wider strategies. This is recommended by EEF Guide to Pupil Premium and we believe best supports our disadvantaged pupils.

Due to the small number of Pupil Premium children within our school we do not publish results, however this information is provided to the Governing Body to ensure statutory guidelines are followed.

Number of children registered as Pupil Premium	12	£20,444
Where the money is being spent	Aim	Outcome/impact
CPD for staff	To provide relevant training for staff to enable them to support learners. Training requirements will be identified as part of the whole school development plan	Staff are confident and equipped with relevant training to ensure that standards are raised for whole groups and individual pupils.
Learning Mentor	To provide social and emotional support for children usually 1:1 but occasionally in small groups. This is usually for Junior aged children	Providing children with someone to talk to. These pupils have been identified by parents or teachers as having to cope with situations that have caused emotional difficulties for example, bereavement, divorce or high levels of anxiety
Specific interventions from external specialist	To provide additional professional support where identified	For children to be able to access further professional support where needed, e.g. play therapists, speech and language therapists
Light touch CBT (Cognitive Behaviour Therapy)	To reduce the automated negative thoughts (ANTs) across the day for individual pupils. These impact on pupils ability to access learning	To improve attention and listening skills. Improved attendance. Improved academic outcomes.
Jump Ahead	To improve fine and gross motor skills for individual pupils	Enabling pupils to further access the curriculum. Fine/gross motor skills are used across many aspects of essential key learning including handwriting, balance, using scissors, special awareness and PE.
Additional classroom support by teaching assistants	To provide additional support within the classroom to enable pupils to make good progress whilst working in	For all pupils including Pupil Premium pupils to make good or better progress

	a small group	
School trips, school uniform, after school clubs	Supporting families financially	For all pupils to be able to access the wider curriculum
Resources for Reading, Writing and Maths	Additional resources that support learning including computing hardware and software and sensory resources, e.g. wobble mats, blankets	Enabling pupils to make good or better progress
Forest Schools	To provide a rich learning environment that includes learning outside where team work, respect, collaboration and curiosity are valued	Forest School provides an opportunity for pupils to build their confidence in an environment that may not be accessible at home and is not part of the National Curriculum but is valued by Loxwood School
Training for staff	If/when pupil premium children are identified with needs that require additional training for staff	Enable staff to have the required skills to plan and assess children effectively ensuring that they make the best possible progress.
Stanley the Dog	To support pupils to improve outcomes across the whole school day	For pupils to improve well-being, lower anxiety and raise self-esteem