



Loughton School Pupil premium 3 year strategy 2021-2024

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 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	Loughton School
Number of pupils in school	480 (2021-22) 466 (2022-23) 470 (2023-24)
Proportion (%) of pupil premium eligible pupils	20.2% (97 children) 19.1% (89 children) 20.2% (95 children) (2023-24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was first published	November 2021
Date last reviewed	October 2023
Statement authorised by	Rebekah Green Headteacher
Pupil premium lead	Ellie Frost Deputy Headteacher
Inclusion link governor	David Brown

Funding overview

2023-2024

Detail	Amount
Pupil premium funding allocation this academic year <i>– This is based on the ESFA guidance using Oct '22 census – 89 x Ever6FSM x £1,455 + estimate of 12 new year 3 children Additional ring fenced money from MKC virtual schools has been given for 1x CLA. This money will appear on the PP ledger but not on this report.</i>	£123,427
Recovery premium funding allocation this academic year	£13,195 <i>Based on 91. Final year of this additional grant.</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,622

2022-2023

Detail	Amount
Pupil premium funding allocation this academic year <i>– based on the Oct 2021 census – 82 x Ever6FSM x £1,385 = £113,570 & 1 Service child (£320). Additional ring fenced money from MKC virtual schools has been given for 1x CLA. This money will appear on the PP ledger but not on this report.</i>	£113,890 is in this year's budget
Recovery premium funding allocation this academic year	£13,086
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,000 c/f from 2020-21
Total budget for this academic year	£126,976

2021-2022

Detail	Amount
Pupil premium funding allocation this academic year <i>– based on the ESFA guidance using Oct '20 census – 63 Ever6FSM x £1,345 = £84,735 & 1 Service child (£310). BUT we have received £27,391.25 in July covering April, May & June which suggests we will actually receive £109,565 this year. Additional ring fenced money from MKC virtual schools has been given for 2x CLA. This money will appear on the PP ledger but not on this report.</i>	£ 85,045 is in this year's budget
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,180

Part A: Pupil premium strategy plan

Statement of intent

We are committed to meeting the needs of all the children in the Loughton School family. Our school is a community where we care for - and look out for - one another. We understand and celebrate diversity by welcoming, including and valuing every member of our school family.

Loughton School is in a fairly affluent area and historically our pupil premium numbers have always been slightly below the national average. However, the number of identified children on the pupil premium register has been steadily increasing since the onset of the pandemic. Pre-pandemic, as of July 2019, we had 66 children on our pupil premium register. **On the census date in October 2023, this is now 95 children, making up 20.2% of children in our school.**

Children learn together and participate in the life of the school. We listen to our children and they tell us they feel safe, happy and confident. They are ambitious, they believe in themselves and they are keen to make the best progress they can. We recognise the importance of working with children, parents, carers and professionals. We have high expectations for every child, no matter their starting point, gender, race, culture or socio-economic background and work with them to achieve their potential. Loughton School are very proud to have received an Inclusion award.

We ensure that our Pupil Premium children, along with any newly vulnerable children as a result of partial school closures, are not disadvantaged by ensuring that the funding we receive to support this group of vulnerable children is used effectively. We are determined to ensure that our children are given every chance to realise their full potential. The challenges are varied and we understand that there is no “one size fits all”. Pupil premium funding, along with allocations made from the school’s own budget will help ensure that this money is spent to maximum effect. We really do believe that our children deserve to be given the learning experiences and possibilities to ensure that we are, and we have, **‘inspiring children’!**

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group are not making as rapid progress as non-pupil premium children <ul style="list-style-type: none">• 2020-21 the primary focus is on reading and maths• Based on our SATs data and whole SDP targets, in the years 2022-23 and 2023-24 the primary focus is on writing
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need or having English as an additional language
4	Enrichment: Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	We are concerned about the mental health of some of these children - since lockdown as we have seen a change in some of their behaviour. In addition, there have been individual cases of homelessness within three of our pupil premium families (2020-21)

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 <i>What will success look like?</i>	Review September 2022 September 2023				
<p>1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> Attendance officer will promptly call families who have an absent child without reason A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these children A discussion with the governors will take place about introducing fines for non-attendance (in line with one of the first schools who have just adopted this) Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher 	<p>2021-2022</p> <ul style="list-style-type: none"> Whole school attendance 93.11% PP attendance 87.79% Non PP attendance 93.62% <p>There is still currently a gap. Headteacher to liaise with Colin Mayo, attendance officer from MK council.</p> <p>Review end of summer term and monitor again throughout Autumn 2022 paying particular attention to any persistent absence.</p> <p>2022-2023</p> <ul style="list-style-type: none"> Whole school attendance 94.7% PP attendance 91.92% Non PP attendance 95.39% <p>Letters to all children with low attendance were sent out. Attendance for all has improved including for PP children. Meetings with the headteacher and Colin Mayo have taken place and we have seen a reduction in the number of school refusers. However, the 2 school refusers we do still have (both in year 6 - 1 medical, 1 EBSA) are those in receipt of the PP.</p>				
<p>2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition (2021-22)</p>	<ul style="list-style-type: none"> PP children will develop a love of reading They will engage in the termly reading challenges set They will be regularly heard read by an adult at home (filling in online 	<p>Reading attainment data 2021-22</p> <table border="1" data-bbox="997 1859 1412 2072"> <thead> <tr> <th data-bbox="997 1859 1204 1892">Year 3 PP:</th> <th data-bbox="1204 1859 1412 1892">Year 3 non PP:</th> </tr> </thead> <tbody> <tr> <td data-bbox="997 1915 1204 2072">65% EXS+ (13 chn) (2 chn no data)</td> <td data-bbox="1204 1915 1412 2072">78% EXS+ (78 chn)</td> </tr> </tbody> </table>	Year 3 PP:	Year 3 non PP:	65% EXS+ (13 chn) (2 chn no data)	78% EXS+ (78 chn)
Year 3 PP:	Year 3 non PP:					
65% EXS+ (13 chn) (2 chn no data)	78% EXS+ (78 chn)					

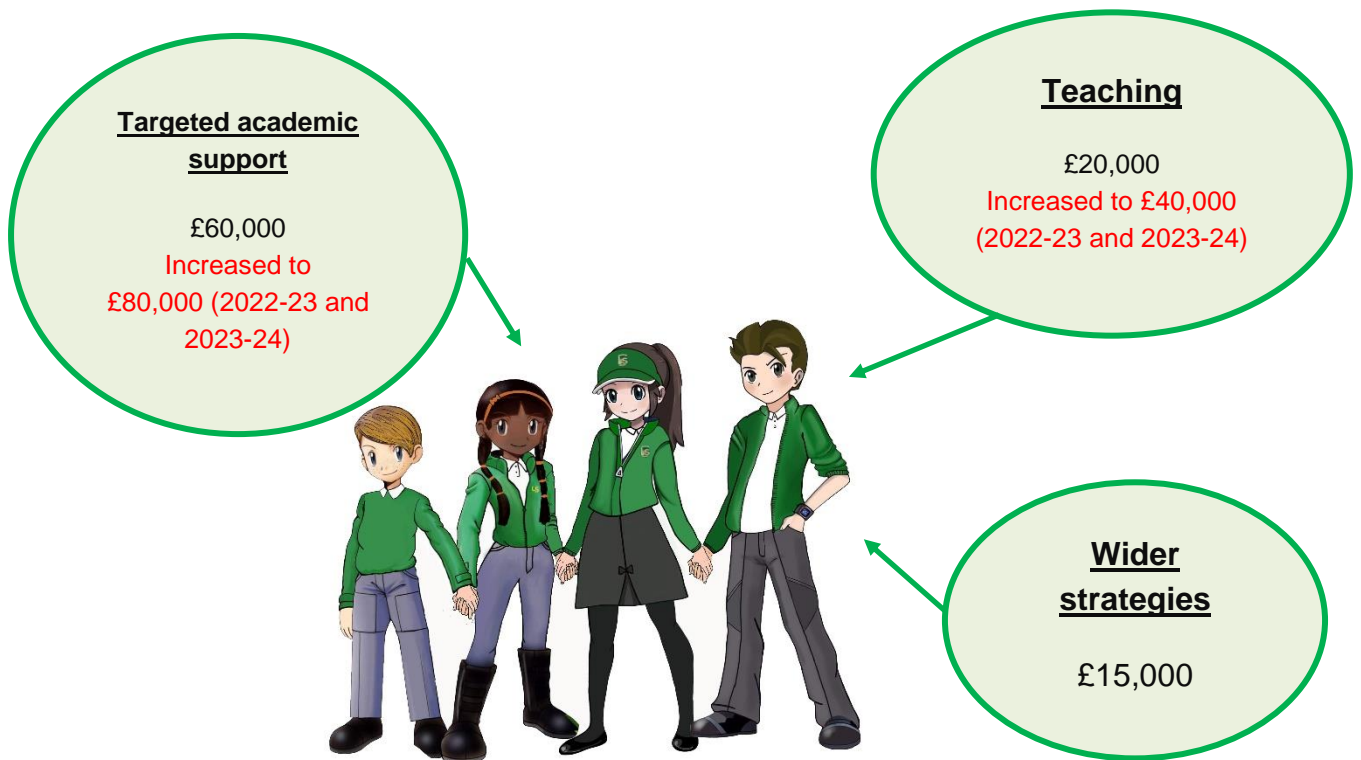
<p>Pupil premium children will make good or better progress in writing (2022-23 and 2023-24)</p>	<p>logs) and an adult in school</p> <ul style="list-style-type: none"> • Pupil voice will suggest that PP children feel supported in writing • Weekly targeted tuition focuses on key PP children who are unable to grasp Loughton School's non-negotiables • Opportunities for writing will take place in a cross curricular way • Enrichment sessions will be introduced and boys in receipt of the PP will be chosen as a focus for any writing enrichment sessions • We will seek further support from our SIP, Sarah Stoppani, for how to make improvements in writing 	<p>Year 4 PP: 48% EXS+ (13 chn) (4 chn no data)</p>	<p>Year 4 non PP: 75% EXS+ (70 chn) (6 chn no data)</p>
		<p>Year 5 PP: 60% EXS+ (12 chn) (2 chn no data)</p>	<p>Year 5 non PP: 85% EXS+ (100 chn)</p>
		<p>There is still a gap between PP and non PP children's reading attainment. This must still be a focus for 1:1 readers next year but our main priority needs to shift to attainment in writing.</p> <p>Writing attainment data 2022-23</p>	
		<p>Year 3 PP: 25% EXS+ (25 chn)</p>	<p>Year 3 non PP: 67% EXS+ (90 chn)</p>
		<p>Year 4 PP: 41% EXS+ (22 chn)</p>	<p>Year 4 non PP: 54% EXS+ (98 chn)</p>
		<p>Year 5 PP: 12% EXS+ (25 chn)</p>	<p>Year 5 non PP: 48% EXS+ (96 chn) (1 child no data – school refuser)</p>
<p>Year 6 PP: 38% EXS+ (21 chn)</p>	<p>Year 6 non PP: 68% EXS+ (99 chn)</p>		
<p>The data highlights that we need to focus any tuition/intervention on those children in years 3 and 5 next academic year where the gap between PP and non PP is the largest.</p>			
<p>3 - A strong professional dialogue will be kept open</p>	<ul style="list-style-type: none"> • Termly meetings will take place with the vulnerable group 	<ul style="list-style-type: none"> • Our Inclusion governor – Sandy Blackledge – stepped down from the 	

<p>between all of the vulnerable group champions</p>	<p>champions and the link governor</p> <ul style="list-style-type: none"> We will continue to use the OFSM system to identify any new additions to the PP register throughout the year and notify class teachers 	<p>governing board</p> <ul style="list-style-type: none"> We have a new inclusion governor – David Brown. Termly meetings are continuing to take place so that all key adults were aware of any updates. Ellie has now joined a PP liaison group with a cluster of local schools. At these meetings, support is offered and suggestions made of how to improve provision for these children. The idea of our enrichment sessions (introduced 2023-24) came from sharing good practice at these liaison groups.
<p>4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Loughton School</p>	<ul style="list-style-type: none"> A wide range of extra-curricular activities will be offered to tap into our children’s passions Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc Children are able to learn a new skill or continue playing an instrument they had been learning. 	<p>2021-22</p> <ul style="list-style-type: none"> Nearly 2/3rds (62%, 60 children) of PP children took part in an extra-curricular club See further analysis on the school website. All of our PP children had the chance to join a small outdoor learning group led by a STA. She reports that resilience and confidence of these children improved as a result. <p>2022-23</p> <ul style="list-style-type: none"> 80.7% (75 children) took part in an extra-curricular club. This is a 18.7% increase in take up. Enrichment sessions will be introduced 2023-24 to take place weekly across a range of subject areas. The PP children will join at least 1 of these sessions every year and engagement tracked.
<p>5 – These children still feel happy and safe at school and engage with their learning.</p>	<ul style="list-style-type: none"> Pupil premium children will engage with the wider life at Loughton School by joining the student voice groups Children’s attendance will remain high (linked 	<p>2012-22</p> <ul style="list-style-type: none"> Our pupil voice surveys indicated that our children are safe and happy in school. Q1 of the survey was “Do you enjoy coming to school?”

	<p>to 1) because they are happy coming to school</p> <ul style="list-style-type: none">• Pupil voice surveys will report that PP children are happy and safe in school	<p><i>The majority of children in each class answered either "all the time" or "most of the time". There was a small number in each class who responded with some of the time. In one year 3 class there was a larger number of children who answered with some of the time. I spoke to the teacher and she said there are quite a few who have found the return to school challenging and would prefer to be at home with their parent.</i></p> <ul style="list-style-type: none">• Question 6 of the survey was "How does the school keep you safe?" <i>The children gave some excellent answers which included examples of when they have been kept safe this year (fire evacuation, deer, trim trail, etc.) and also the perimeter fencing and having a medical TA in the school who they know they can go to. The older children referred to the talk from the police about knife crime, online safety, visitors' passes and school streets. The teachers care about the children and remind us how to stay safe and be kind. The teachers count us and make sure we are all together when we need to be so we are all safe. Registration. Mr Cox keeps all the dangerous stuff away from us so we are safe.</i> <p>2022-23</p> <ul style="list-style-type: none">• Our pupil voice surveys still indicate that our children are safe and happy in school
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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: ~~£20,000~~ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day at the start of each term looking at internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, and at the start of each new term, they can identify these children as 'target' children	2
Quality first teaching support for all teachers including ECTs and student teachers	Teaching and learning team support PP monitoring. EEF guide to pupil premium states teaching is the top priority, including CPD	2
Using 30 minutes release time per week for peer development with teaching staff	CPD sessions for all teachers on Rosenshine's principles. Focusing in the Autumn term on retrieval. Follow up tasks set for teachers to complete over the term.	
Purchase and embed a new reading (whole school) and phonics (year 3) intervention scheme and train up staff members to use this Further training for new staff and CPD of staff delivering phonics and those working with year 3 with a focus on pace	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results. Teachers observed colleagues at our 2 feeder schools so they are aware of the phonics schemes the children will have been used to before coming to us and will be able to see good quality phonics lessons being delivered.	2
The SENDCo and the PP champion will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	3

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

Budgeted cost: ~~£60,000~~ £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will have an additional session on their timetables to focus on writing tuition with key children in their year groups. The SENDCo will have weekly writing tuition group in each year group. PP children will be prioritised.	Qualified teachers working with the children in their classes will see better progress than support staff working with children across the year group / school who they know less.	3
Reading interventions will take place 2021-22: during staggered drop off and pick up times 2022-23 and 2023-24: during registration and after lunch	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 3
Support groups will run to accommodate a personalised curriculum	We adopted this model last year and it was successful. Children were safe and happy in school and were getting the personalised support they needed in a small group	3
SLT and the SENDCo will take intervention groups from Autumn 2 onwards	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	2 & 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Under the direction of our Assistant Headteacher (Pastoral), our family support workers to support the well-being of pupils and their families	The EEF toolkit suggests that a dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.	4, 5
Cultural capital - exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Outdoor learning intervention will take place with small groups of PP children <i>(£1210 cost to school per year based on STA delivering 3x sessions per week 2021-22 and 2022-23)</i>	Children's time outdoors has been restricted during the pandemic with less opportunities to play with peers.	4
Peripatetic instrumental lessons. 25% discount for all PP children. One CLA is having fully funded guitar lessons (2021-22).	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4
The library will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure (2021-22)	Children who enjoy reading are motivated to read more frequently and make better progress All PP children can take a selection of our older library books home to keep as part of our renovation.	2 & 4
We will continue to work with the charity St Marks meals	Children who are hungry are not in the right place to learn. Many of our PP families appreciated the food boxes last year.	5

Engaging with families	Using emails to replace MarvellousMe to inform parents of their child's success e.g. being made VIP and celebrated in SLT assemblies Increase the educational materials that our children have access to in and outside school to support progress e.g. rapid phonics e-books, TTRockstars, MyMaths, Letterjoin etc We want our pupils to be able to continue to support their learning at home through ensuring digital applications are available for core learning. All these platforms are used within school, so the pupils are familiar with them already. EEF Evidence suggests 'digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'	1, 2, 5
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Total budgeted cost:

£95,000 (2021-22)

£115,000 (2022-23)

£125,000 (2023-24)

Part B: Review of outcomes in the previous academic year

(2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Year 6 SATs results and pupil outcomes can be viewed on our school website: [here](#)

Attainment data for years 3, 4 and 5:

	Pupil premium (based on 80 children)	Non-PP (based on 399 children)
Reading <i>Attainment at end of year</i>	<ul style="list-style-type: none"> Year 3: 44% EXS+ Year 4: 43% EXS+ Year 5: 88% EXS+ 	<ul style="list-style-type: none"> Year 3: 81% EXS+ Year 4: 80% EXS+ Year 5: 81% EXS+
Writing <i>Attainment at end of year</i>	<ul style="list-style-type: none"> Year 3: 25% EXS+ Year 4: 20% EXS+ Year 5: 42% EXS+ 	<ul style="list-style-type: none"> Year 3: 67% EXS+ Year 4: 54% EXS+ Year 5: 54% EXS+
Maths <i>Attainment at end of year</i>	<p><u>Arithmetic</u></p> <ul style="list-style-type: none"> Year 3: 42% EXS+ Year 4: 67% EXS+ Year 5: 50% EXS+ <p><u>Reasoning</u></p> <ul style="list-style-type: none"> Year 3: 74% EXS+ Year 4: 71% EXS+ Year 5: 42% EXS+ 	<p><u>Arithmetic</u></p> <ul style="list-style-type: none"> Year 3: 50% EXS+ Year 4: 84% EXS+ Year 5: 81% EXS+ <p><u>Reasoning</u></p> <ul style="list-style-type: none"> Year 3: 78% EXS+ Year 4: 93% EXS+ Year 5: 69% EXS+

Our focus for the academic year 2022-2023 will continue to be writing as this is the area of lowest attainment.

(2020-21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2020. We have no KS1 SATs data for our year 3 children so cannot analyse progress data using this starting point for this year group.

Progress data:

	Pupil premium (based on 80 children)	Non-PP (based on 399 children)
Reading <i>Progress measure based on Autumn term 2 2019 – Summer term 2 2021 (No summer term 2020 assessment)</i>	<p>30% (24 children) did not make expected progress</p> <p>65% (52 children) made expected progress or better</p> <p>5% (4 children) no data</p>	<p>23.75% (95 children) did not make expected progress</p> <p>75% (299 children) made expected progress or better</p> <p>1.25% (5 children) no data</p>
Writing <i>Progress measure based on Summer term 2 2020 – Summer term 2 2021</i>	<p>20% (16 children) did not make expected progress</p> <p>80% (64 children) made expected progress or better</p> <p>0% (0 children) no data</p>	<p>13% (52 children) did not make expected progress</p> <p>86% (343 children) made expected progress or better</p> <p>1% (4 children) no data</p>
Maths <i>Progress measure based on Autumn term 2 2019 – Summer term 2 2021 (No summer term 2020 assessment)</i>	<p>11.25% (9 children) did not make expected progress</p> <p>85% (68 children) made expected progress or better</p> <p>3.75% (3 children) no data</p>	<p>7% (27 children) did not make expected progress</p> <p>92.5% (369 children) made expected progress or better</p> <p>0.5% (3 children) no data</p>

Our focus for the academic year 2021-2022 will be reading as this is the area which has the highest percentage of pupil premium children who did not make expected progress or better.

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
Reading intervention programme: Rapid phonics and Rapid reading (<i>new 2022-23</i>)	Pearson
Times Table Rockstars	TT Rockstars