



## Pupil premium grant report

### Leaders Responsible for Pupil Premium Budget & Expenditure

- Miss Ellie Frost (Assistant Headteacher in charge of pupil premium)
- Mr Andy George (Headteacher)
- Mrs Rebekah Green (Deputy Headteacher)
- Mrs Rachael Parkin (Governor overseeing pupil premium)

### Number of pupils & pupil premium grant (PPG) received

The national average of children who are in receipt of pupil premium funding in mainstream schools is around 26%. At Loughton School we typically have less than the national average.

Total number of pupils on role	480
Total number of pupils eligible for PPG	65 (13.54%)
Amount PPG received per pupil	£1320
Total amount of PPG received (confirmed 11.7.17)	£91,492

*The figure represents the adjustment of funding from any carry forward along with the received funding given at 3 points in the year. There has been movement with regards to the number of pupil premium children on role at each point in which funding was given.*

In the academic year 2016-2017 we have 65 children on role who are in receipt of pupil premium funding. The breakdown per year group is as below.

Year group	PP children	Non-PP children	Percentage of PP children (to nearest 1dp)
<b>3</b>	14	106	11.6%
<b>4</b>	14	106	11.6%
<b>5</b>	20	100	16.6%
<b>6</b>	17	103	14.2%
<b>Whole School</b>	<b>65</b>	<b>415</b>	<b>13.54%</b>

**Spending Objectives for 2016-2017**

1. For all pupils to make at least 3 steps progress per year so that they may make 12 steps progress across Key Stage 2
2. To continue to close the attainment (narrow the gap) of PP children compared to non PP children at Loughton School
3. To continue to close the attainment (narrow the gap) of PP children compared to national data.
4. Identify and support areas of academic development for those pupils across the school who are PP and also middle previous attainment at Key Stage 1 as per our school development plan priority
5. Provide a holistic approach to improve the engagement of PP children and their families in their learning and remove barriers to learning
6. For attendance for PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)

**Record of PPG spending by resource 2016-2017**

<b>Resource</b>	<b>Cost</b>	<b>Aims and desired impact</b>	<b>Outcomes/impact</b>
2x Learning Mentors (25% part salary reflected)	£9,250	At Loughton we have 2 learning mentors and a proportion of their time is spent supporting those children on the pupil premium register. The learning mentors will continue to have a key role in monitoring attendance and lateness and will work closely with the deputy headteacher and PP leader in supporting these children and their families with getting their children to school and on time. They will also continue to support those children who find school difficult or have barriers to learning have someone to talk to. They are able to work alongside children in class or have 1:1 sessions with them helping them to improve their school life or working socially with them. They will also continue to work alongside some of our families providing them with the emotional support they need.	The government classifies good attendance as above 95%. Our pupil premium children's attendance is gradually improving as a result of the work our learning mentors do. As a group, the PP children have an attendance of 94.95% compared to 93.91% for PP children last year in 2015-16. Non-PP children still have a higher attendance at 96.63%. The introduction of termly attendance awards made a positive impact on the whole schools attendance figures and helped to further reduce the number of persistent absentees. All children with 100% attendance enjoyed a tea party with the SMT.
Assistant head in charge of PP (part salary reflected)	£2,600	A member of the senior management team will have the responsibility for pupil premium funding including; co-ordinating provision for PP children, monitoring, evaluating, quality assuring, measuring impact and reporting to governors. She will work alongside the headteacher, deputy headteacher and named governor to agree spending of the PPG to make the best	Progress data and interventions have been closely monitored so that we make sure all children are being supported with their learning. Data has been analysed termly and shared with SMT, staff and governors. Staff have been aware each term which children need to be targeted for additional support. These have been graded in 3 levels – those needing a boost

		<p>impact on attainment and progress whilst still ensuring that all PP children have the chance for extra-curricular activities.</p>	<p>from their teacher, those needing a short 'catch up, keep up' intervention for 6 weeks and those needing longer more sustained additional intervention.</p> <p>Statements are written and available on the website so as to be as transparent to our parents and OFSTED as we can be.</p> <p>Additionally this year, with more release time she will complete some termly learning walks to identify any barriers to learning and support class teachers with this.</p>
Year 3 & 4 small maths group x 1 (AC)	£12,800 4 chn in group	<p>All children will have maths with a class teacher and additional adult in the class supporting. By employing an additional teacher who will teach a small group of children in year 3 and one in year 4 who cannot access the whole class maths mastery lessons it will reduce class sizes for all in LKS2 for maths. This is an essential time for children when they start with us to 'get the basics'</p>	<p>At the end of year, there was no gap in maths between PP children and non-PP children's progress in year 3. PP children made considerably better progress in maths than non-PP children in year 4 (+1.9).</p>
2x maths intervention LSAs for years 3 and 4	£24,000	<p>In each year group we have 4 LSAs to run immediate 'catch up' intervention which is available for those who need it. Each LSA is based in a class to support in maths and then carry out intervention 3 times weekly. Although all of them will support PP children, 1 of these in each year group is funded from the pupil premium budget. Vulnerable groups such as pupil premium children will be able to complete additional maths within school hours to help consolidate their learning with the support that they do not always receive at home.</p>	<p>The progress data for maths in years 3 and 4 is significantly better than elsewhere in the school.</p> <p>By the end of the year, maths progress in year 3 shows that 72% of PP children have made expected progress or better (compared to 77% non-PP). The progress shows in year 4 that 78% of PP children have made expected progress or better (compared to 74% non-PP).</p> <p>Progress in year 5 without the additional maths intervention is lower for PP children by the end of the year at 60% for PP children and 81% for non-PP children.</p> <p>This evidence shows the approach works and as a result the governors have agreed the additional spend to roll this into the upper school next year with 4 additional maths intervention LSAs. 1 of these will be funded with the PPG.</p>

Additional ITT teacher working in year 5	9 chn in group 4 (£3500)	Children in the two lower attaining maths groups will have an additional ITT teacher working alongside the main teacher (and the additional LSAs) in maths groups 3 and 4. As a result, they will make accelerated progress from their starting point to help to narrow the gap.	6 PP children in the two lower attaining maths groups made expected or above progress. 3 PP children in these groups made below expected progress. 3 children in these groups had no previous data for comparison.
Year 6 small maths group x 1	4 chn in group (£10800)	Children in this group will be taught in a smaller maths group (24 children) therefore having more adult support. As a result, they will make accelerated progress from their starting point to help to narrow the gap.	15 Y6 PP children made expected or above progress. 2 Y6 PP children made below expected progress.
A Librarian to support the school's library sessions	£6935	The librarian will be available in many of the school's timetabled library sessions to provide access to accelerated reading. She will liaise with Schools Library Service and well-known authors and poets to invite these visitors in and promote a love of reading. The librarian and the English lead will consider how to utilise the library as being more 'open' allowing children to visit outside of their lesson times.	Since the start of the summer term, the library has become more of a working library being open at lunchtimes. Children across the school use this to change their books throughout the week so that they do not have to wait until their weekly session. This is the only place in school where they have a 'free choice' of any book regardless of reading ability and so it is really important in promoting a love of reading. The library, even in warm weather when most children would prefer to play outside is busy and there is a buzz of book talk.
Year 6 tuition for maths, reading and SPAG	£9,000	Children will achieve expected or more than progress from KS1 to teacher assessment end of year 6.	We were pleased with our SATs scores as they had all improved since the previous academic year. We scored 1% higher in reading, 10% higher in SPaG, 5% higher in reading and maintained our already high score in maths. We achieved 3.3% more children achieving ARE across all core subjects. See the further SATs comparative breakdown in the evidence of impact below.
Staff to run interventions  Cost of HLTA curriculum specialist for	£19,680	Identified children not on track to make expected progress will be able to receive 1-2-1 or small group interventions in maths or reading in order to help them make better progress before the end of the academic year.	As with the tuition above, experienced staff leading interventions where possible instead of TAs has helped with attainment and progress.

25 hours.		These are carried out by staff who have a good working relationship with the children – management, HLTAs, SCTAs, class teachers with additional release time. The cost of an HLTA to provide this additional release time for multiple staff to run these interventions is shown in the cost to the PP budget.	
Subsidising the cost of music tuition (8 children paid reduced rate this year), residentials and trips	£2500	To remove part of the potential cost barrier for additional educational activities. Children are able to learn a new skill or continue playing an instrument they had been learning. The children take part in competitions in MK and showcase their talents to staff, governors, parents and peers. This raises their self-esteem. The residentials enable the children to learn new skills and challenge themselves in difficult situations. It allows them to build up a good relationship with key adults. The trips enhance the curriculum the children are learning about.	14 pupil premium children from years 5 and 6 went on a residential visit to either the Peaks, Caldecotte or Germany. This equates to 34.1% of the PP children in these year groups.  12 PP children across the school have additional peripatetic music lessons this year. 8 of these have paid a reduced rate including: 3 keyboard, 2 violin, 1 strings, 3 guitar, 1 cello, 1 violin, 1 drums and guitars.

Total: **£101,065**

### **Evidence of impact**

SATs 2016-17 comparisons with Loughton School in the previous year and nationals.

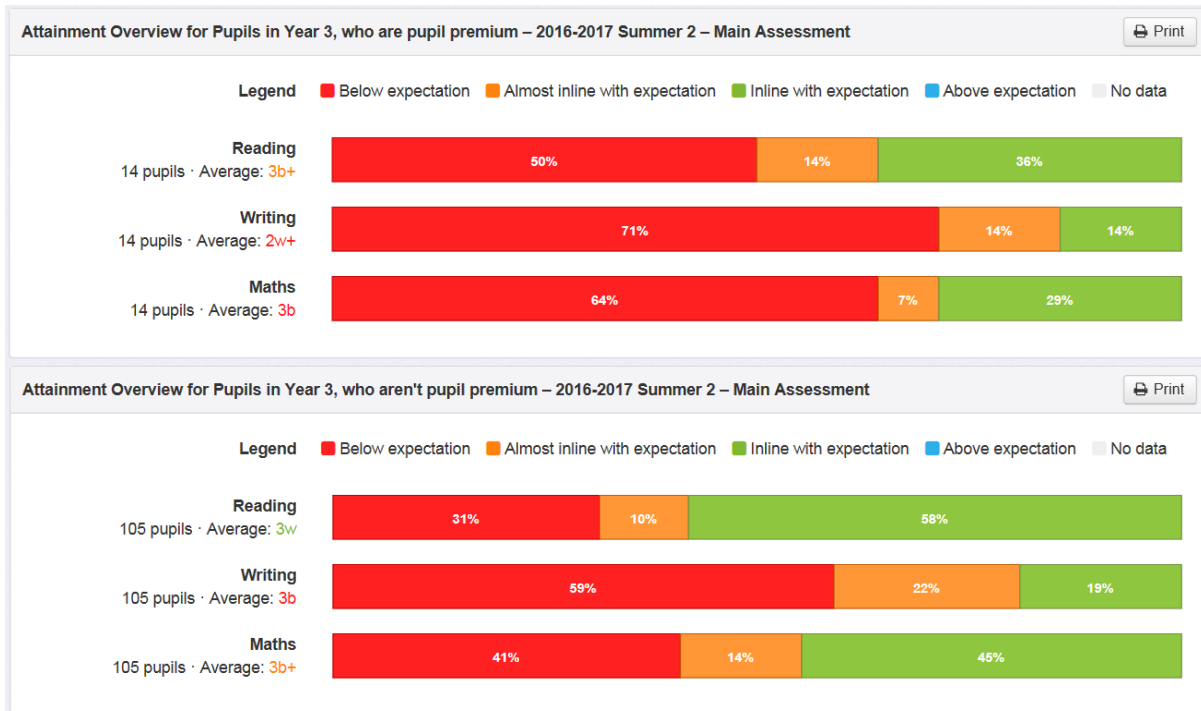
	2017 LS ARE	Nationals ARE	2016 LS ARE	2016 Nationals
Reading	72%	71%	71%	66%
SPAG	88%	77%	78%	73%
Writing	77%	76%	72%	74%
Maths	74%	75%	74%	70%
Across all 3	58.3%	61%	55%	53%

## Y3 Summer Term analysis PP

### General:

**14 children in year 3 on PP register** (2 more children picked up when we switched to the new assessment system and one new child to the year group who joined Spring 2)  
 2 of these are also SEN at SEN support level. 1 child is officially registered as EAL.

### Attainment overview for R, W, M as of end of Summer 2



This shows that although there is a small gap currently between PP children and non-PP children, there is no more than one step difference (e.g. 3b+ and 3w as shown above for reading) and we should be able to close this gap over KS2.

In terms of attainment, there is little difference between genders. At the end of the academic year, girls are marginally higher achievers in writing but there is no difference in reading or maths.

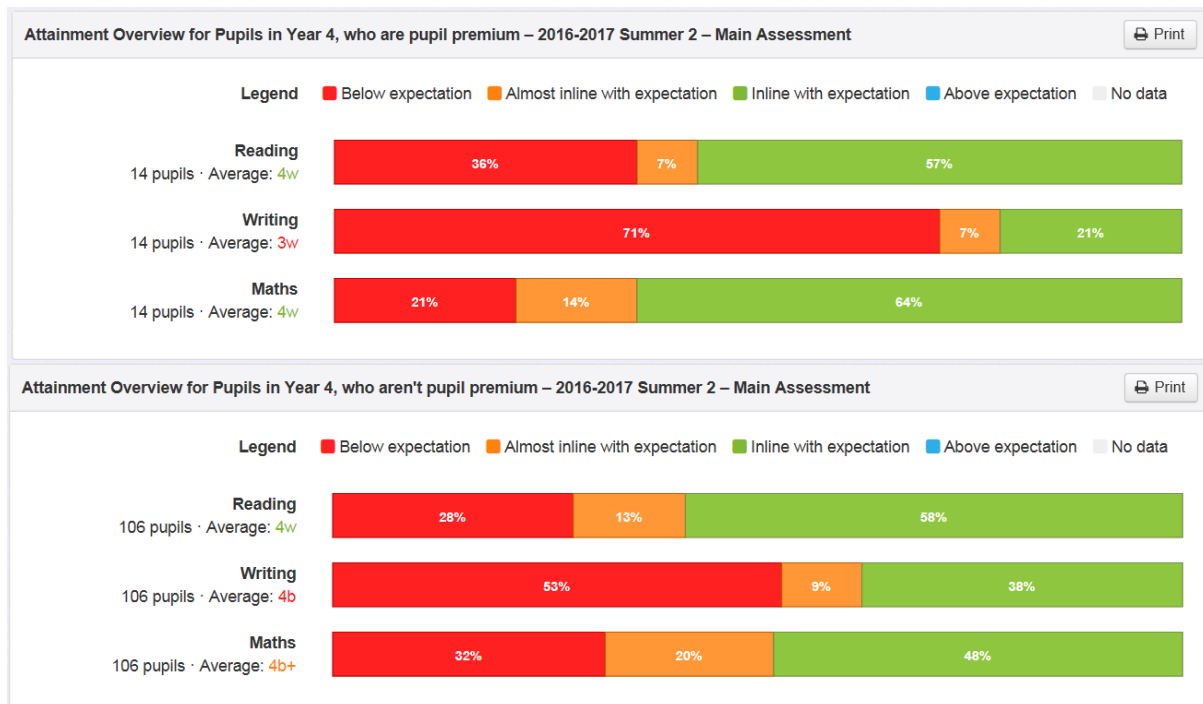
## Y4 Summer Term analysis PP

### General:

**14 children in year 4 on PP register** (was 17 - 3 children in question with the council – as no PP start date could be found on the new assessment system. For this reason the figure may drop to 14)

1 of these children has an educational health care plan and 3 of these are also SEN at SEN support level. 2 children are officially recorded as EAL.

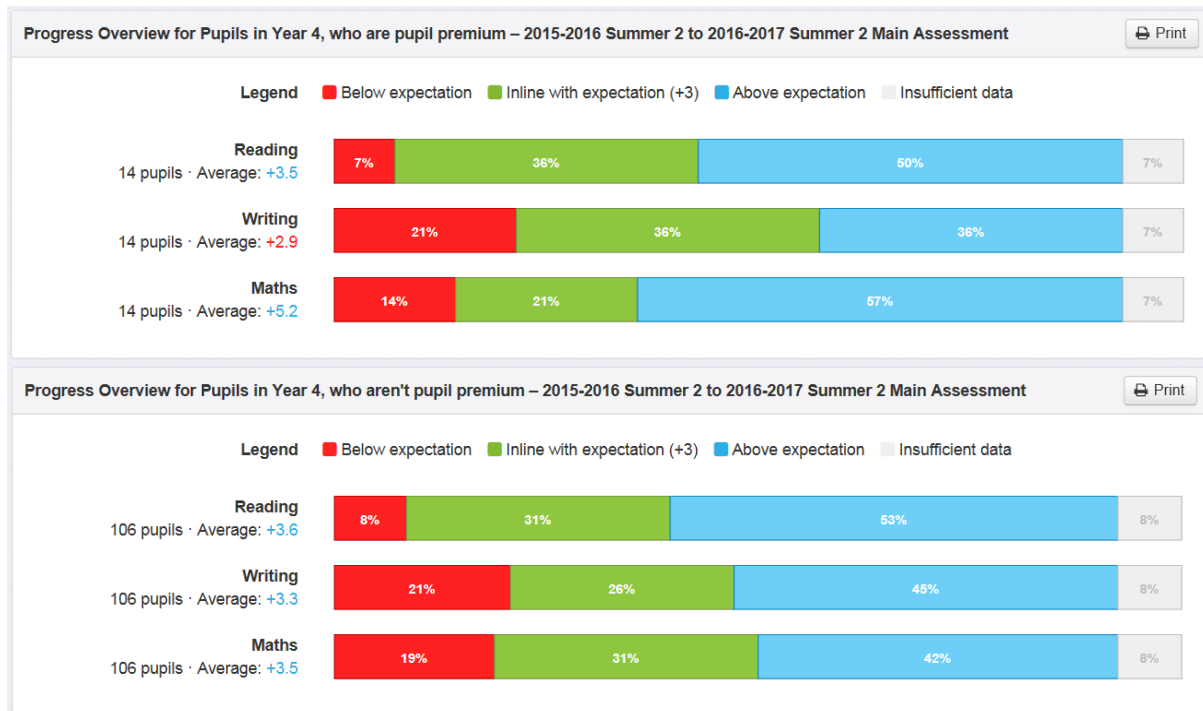
### Attainment overview for R, W, M as of end of Summer 2



When looking at the average assessment, it shows that there is no gap with attainment in reading but there is a slight gap between PP children and non-PP children with maths and a bigger one with writing.

In terms of attainment, there is little difference between genders. Girls are marginally higher achievers in writing but there is no difference in reading and maths.

## Progress overview for R, W, M as of end of Summer 2



There is only a small difference in terms of average points progress for each of the core subjects with non-PP children outperforming PP children in reading (0.1) and writing (0.4). However, the PP children outperformed the non-PP children (by 1.7) in maths.

There was a slight difference in terms of genders for with PP girls outperforming PP boys in reading (0.3) and writing (0.8). The boys' progress was better than the girls' in maths (by 0.9).

There are 2 PP children also with an SEN need. They didn't make as much progress in reading or writing, but made better progress than non PP SEN children in maths. This is a positive example in terms of the support that has been put in place to help these children as both of these children have been in a small booster maths group with high adult:child support.



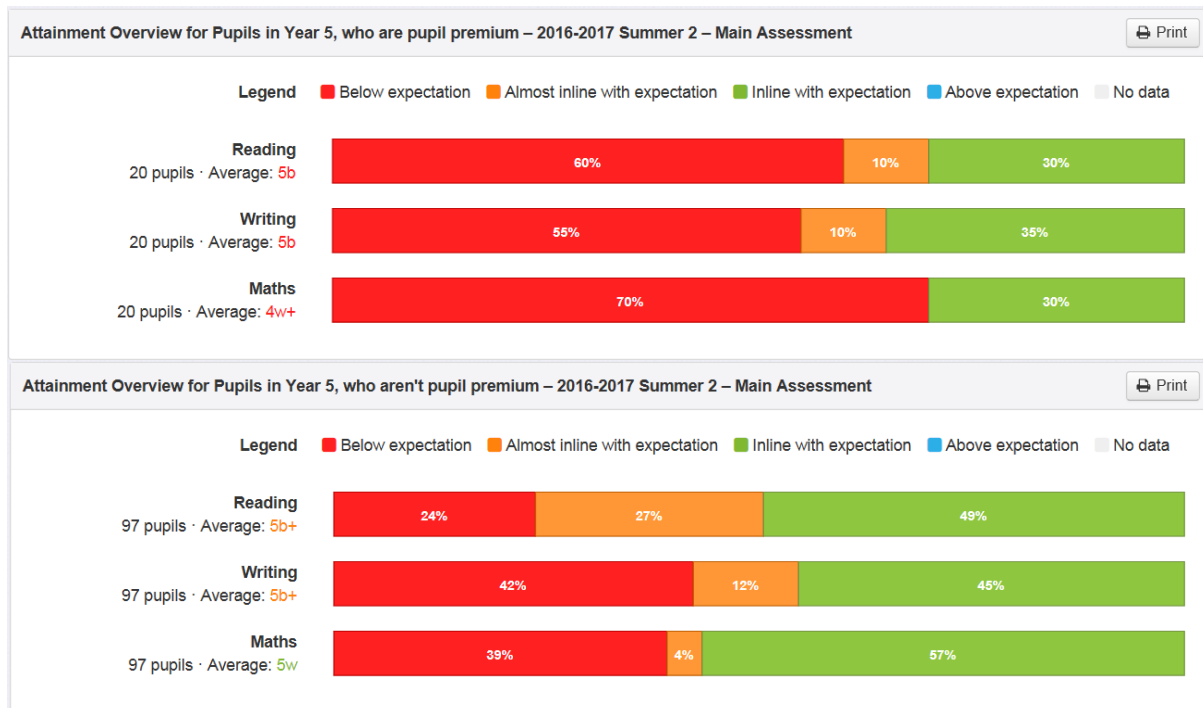
## Y5 Summer Term analysis PP

### General:

**20 children in year 5 on PP register** (One SEN PP child left Spring 2.)

6 of these are also at SEN support level. None in this year group are with a Statement/Educational Health Care Plan. 3 children are officially registered as EAL.

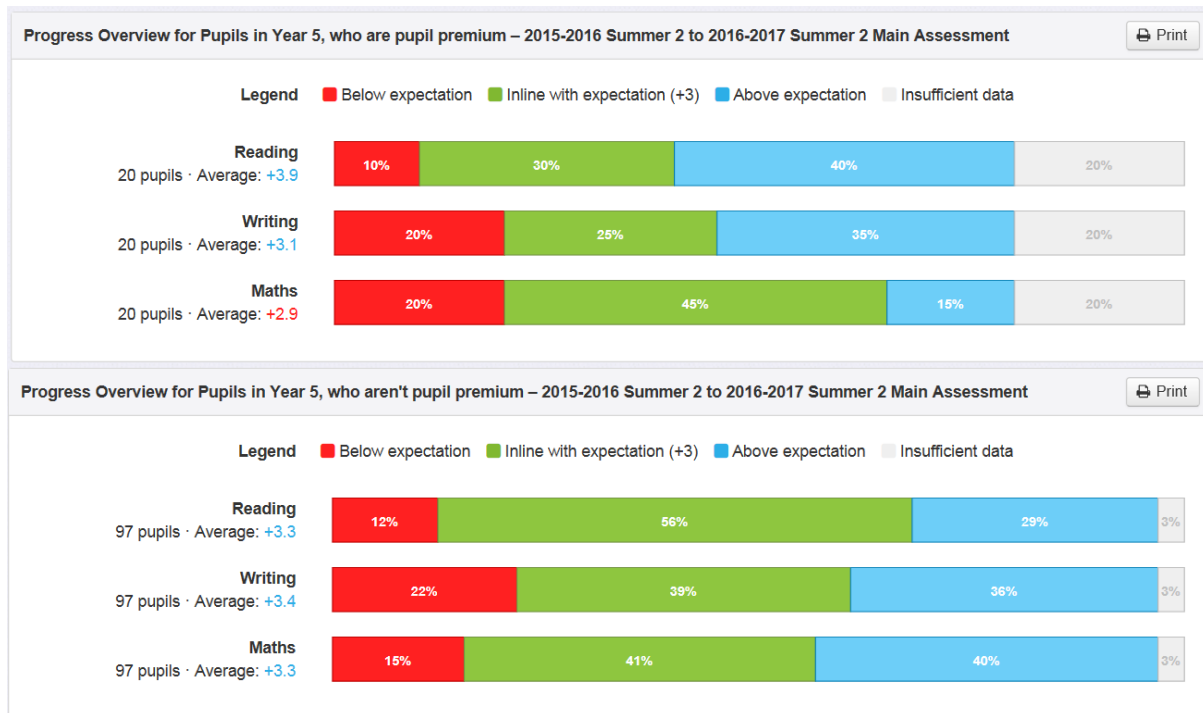
### Attainment overview for R, W, M as of end of Summer 2



When looking at the average assessment, it shows that there is a marginal gap between PP children and non-PP children with reading and writing and a higher gap in maths with the non-PP children having the higher attainment.

In terms of attainment, there is a difference between genders with girls attaining higher than boys. This is considerable in reading (b 4w, g 5b+), writing (b 3b, g 5b+) and maths (b 4b, g 5b).

## Progress overview for R, W,M as of end of Summer 2



The PP children made better progress than the non-PP children in reading (0.6). However, the non-PP children are marginally outperforming the PP children in writing (+0.3) and maths (+0.4).

There was a difference in terms of genders for the core subjects with the girls making much more progress than the boys in writing (1.9) and marginally more in maths (0.2) and the boys making more progress in reading (1.1).

This cohort has one third of the PP children also with a SEN. This shows in terms of comparing the PP children with SEN and without SEN. The PP children without SEN made better progress in writing (by 1.9) and maths (by 0.2) but managed to make more progress than the non-SEN PP children in reading (by 1.1).

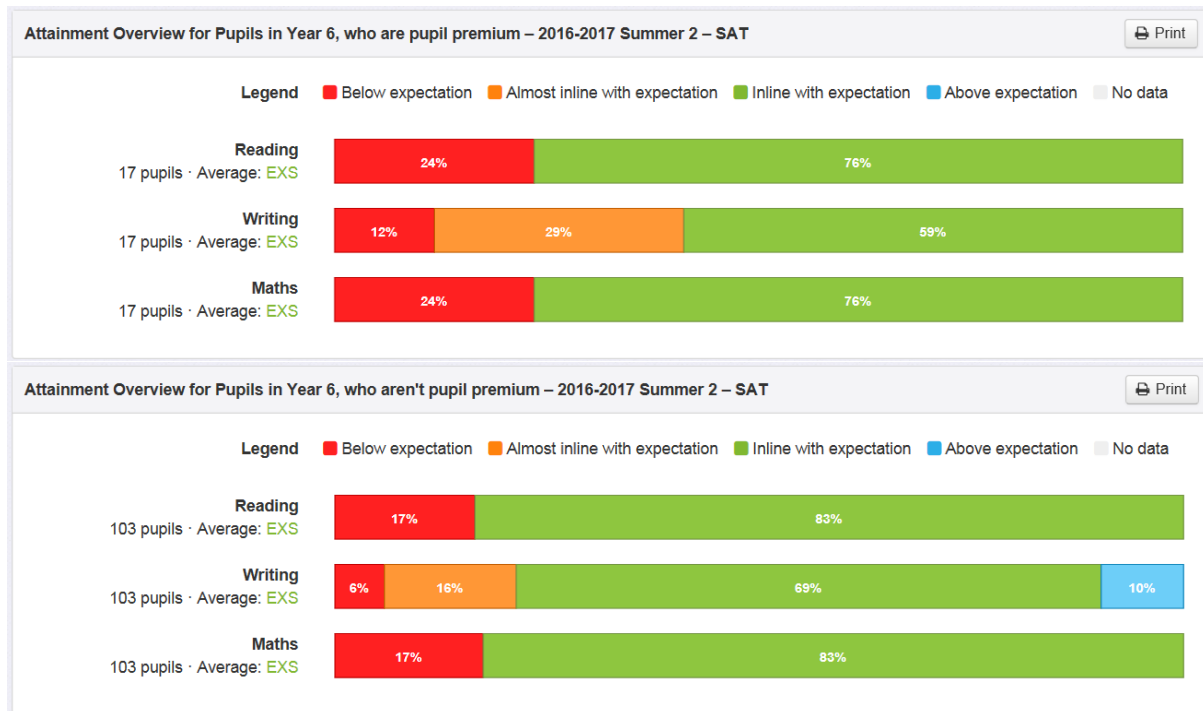
## Y6 Summer Term analysis PP

### General:

**17 children in year 6 on PP register** (was 18 in Spring term but 1 child was in question with the council as no PP start date could be found on the new assessment system.)

3 of these are also SEN of which 2 are at SEN support level and 1 has an Educational Health Care Plan. 2 children are officially registered as EAL.

### Attainment overview for R, W, M as of end of Summer 2 (SAT)



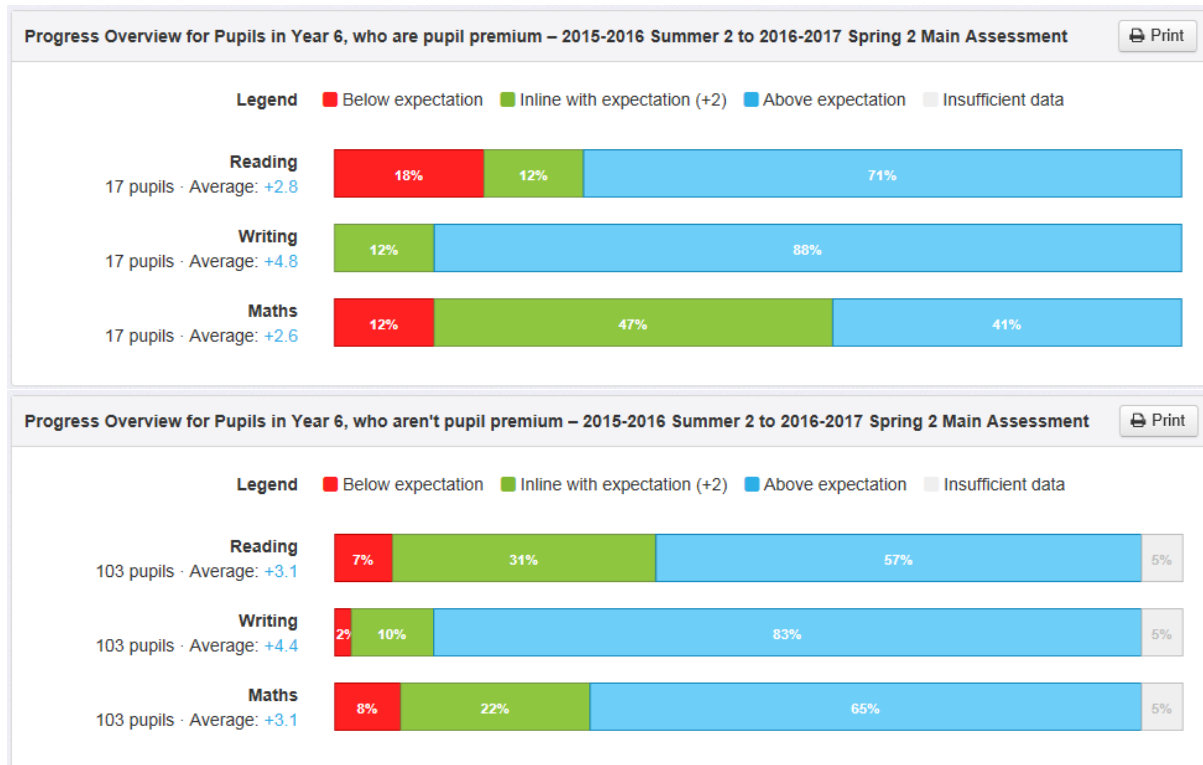
When looking at the average assessment, it shows that there is a marginal gap between PP children and non-PP children in all core subjects with the non-PP children having the higher attainment.

In terms of attainment for PP children, girls' attainment was higher than boys in reading and writing and the boys reached higher attainment in maths.

Non SEN PP children's attainment was higher than those with an SEN need for all core subjects.

**Progress overview for R, W,M as of end of Spring 2 shown.**

**NB: progress cannot be shown for summer term as TCP was not completed once SAT scores had been finalised as we were externally moderated for our writing this year.**



In terms of average points progress, PP children have made better progress than non-PP children in writing (by +0.4) and maths (by +0.5). However the non-PP children in reading are out-performing the PP children (by +0.4).

There was a slight difference in terms of genders for the core subjects with the boys in year 6 making more progress than the girls in all core subjects. This is most evident in reading (+1) and writing (+0.7)

The SEN PP children made better progress than the non-SEN PP children in reading (+0.8) and writing (+0.9). The non-SEN PP children made marginally better progress in maths. This is a positive example in terms of the support that has been put in place to help these children.

**Attendance figures**

(up to end of summer term for Y3, 4 and 5)

	<b><u>Below 90% - concern</u></b>	<b><u>Between 90 – 95%</u></b>	<b><u>Above 95% - good</u></b>
Year 3	3	1	10
Year 4	1	3	13
Year 5	2	7	12
Year 6 (up to week 2 of summer term)	4	3	11

**Lates**

	<b><u>21 or more - concern</u></b>	<b><u>Between 1-20</u></b>	<b><u>None</u></b>
Year 3	0	10	4
Year 4	5	7	7
Year 5	5	12	4
Year 6 (up to week 2 of summer term)	5	9	4