



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 roll	480
Total number of pupils eligible for PPG	70 (15%)
Amount PPG received per pupil	£1320
Total amount of PPG received	£92,400

In making provision for socially disadvantaged pupils, we recognise that not all pupils who received free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

In the academic year 2017-2018 we have 70 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)
3	12	108	14.4%
4	13	107	13.9%
5	19	101	19.2%
6	25	95	23.8%
Whole School	70	410	15%

The spending objectives for this academic year remain the same to echo the success of the previous academic year.

Spending Objectives for 2017-2018

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 2017-2018

Resource	Cost	Aims and desired impact	Outcomes/impact
2x Learning Mentors (part salary reflected)	£18,500	At Loughton we will continue to invest in our learning mentors whereby a proportion of their time is spent supporting those children on the pupil premium register. They are valued by both school leaders and families in equal measure. They support with many aspects of family life, but with a clear expectation that their role should help to improve attendance and punctuality of persistent absentees. They both work closely with the inclusion manager / PP leader in supporting these children and their families with getting their children to school and on time. 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 learning mentors have increased the time of which they work with particular families this year who have needed additional support with regards to their children. They recognise that there is still more to do with certain families with regards to improving their children's attendance next academic year.
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 and named governor to agree spending of the PPG to make	Progress data and interventions have continued to be closely monitored so that we make sure all children are being supported with their learning. Staff have been aware each term which children need to be targeted for additional support. Termly learning walks have taken place with a focus on pupil premium (particularly in writing –

		the best impact on attainment and progress whilst still ensuring that all PP children have the chance for extra-curricular activities.	as per our SDP target). These showed some good personalisation for PP children and good practice was then shared across year groups.
Targeted interventions	£20,000	Interventions are run by management, HLTAs, SCTAs, and LSAs. The AH and DH keep an ongoing provision map for costings and are aware how much is spent from the PP budget for each intervention group and how many PP children are part of each group.	Already in the Autumn term, this has proved to be very effective in raising pupil attainment. Early intervention strategies were offered to pupils in all year groups and data tracked to monitor the impact of these.
Year 4 & 5 small maths group x 1 (AC)	£12,800 Y4 group of 8 children Y5 group of 11 children	All children will have maths with a class teacher and additional LSAs in the class supporting. By employing an additional teacher who will teach a small groups of year 4 who cannot keep up with the pace of the whole class maths mastery lessons, it will also help to reduce class sizes for all for maths.	Employing an additional booster teacher has once again had a positive impact on the progress results of all children in the year group. Our new maths assessment tool has helped for these booster HLTAs to be aware where the gaps are in these children's learning. Now that it has been trialled in 2017-18, next academic year, this assessment tool should help to boost performance by being able to see ongoing gaps in the child's knowledge.
Year 3 & 6 small maths group x 1 (JG)	£2000 (part salary reflected) Y3 group of 8 children Y6 group of 5 children	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'	
3x maths intervention LSAs – 1x year 3, 1x year 4 and 1x year 5	£36,000	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 per 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. The children taken for 'catch up, keep up' intervention are tracked and monitored and	All children have been able to have 'catch up, keep up' intervention when needed. Records show that all PP children have benefit from this at some point each term.

		we prioritise access for our PP children with low attainment.	
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 excelled (or met in the case of maths) the national averages and had greatly improved since the previous academic year. Our year 6 children scored 6% higher in reading, 5% higher in SPaG, 6% higher in writing and Our children's maths results did drop slightly regarding the number of children who reached ARE but our children still achieved 9% higher in our combined scores. This shows that the SDP focus on English this year has made a positive impact. See the further SATs comparative breakdown in the evidence of impact below.
Year 5 and 6 staff to run their own 'catch up, keep up' tuition throughout the year Cost of HLTA curriculum specialist for 25 hours.	£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, writing or reading in order to help them make better progress before the end of the academic year. These are carried out by their own class teachers who are aware of the gaps and have a good working relationship with the children. The children taken for 'catch up, keep up' tuition are tracked and monitored and we prioritise access for our PP children with low attainment. In order to provide this time to UKS2 class teachers, the cost of a HLTA to provide this additional release time for multiple staff to run these interventions is shown in the cost to the PP budget.	
Enhancing opportunities and providing enrichment	£2500	As part of our PP policy, we ensure we off a subsidy off the cost of music tuition, residentials and trips. This is 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.	No child should go without additional opportunities. Families have been able to receive a reduction on trips, visits and paid for after school activities.

Predicted total: **£123,080**

We will continue to spend above our PPG allowance on improving the teaching and learning for socially disadvantaged pupils at our school.

Evidence of impact

Measuring the impact of the Pupil Premium:

- School leaders are all aware of the gaps in attainment and progress between their Pupil Premium pupils and the remainder of each cohort, and have been involved in analysing these gaps for different groups, years and subjects. They are confident that they have accurately identified needs, tracked the progress of Pupil Premium pupils and monitored the spending of the Pupil Premium grant.
- A comprehensive range of strategies designed to evaluate the impact of Pupil Premium grant spending has been utilised. These include a combination of 'hard' and 'soft' data; the former informed by measuring academic performance, behaviour and attendance and the latter through measures such as individual case studies, parental surveys, pupil voice activities and discussion with teachers.
- Every teacher knows which of their pupils are eligible for the Pupil Premium and what is expected of them.
- Pupil progress meetings (usually termly) informed by data, involve all key staff. Year leaders are involved in each of these meetings for their year team so that they have a full overview of the Pupil Premium pupils in their year group.
- Comprehensive data analysis and tracking is supported by 'insight' our assessment system.
- Governors have a deep understanding and influence as to how and why the funding is being allocated at a strategic level, and what impact it is having. Our internal review was well attended by SLT and governors and the main discussion points were fed back to all.
- Learning walks and work scrutiny ensure that Pupil Premium students are receiving and gaining from all the necessary support through teaching, learning support and feed-back.
- All staff have high expectations of all children.

SATs 2017-18 comparisons with Loughton School in the previous year and nationals.

	2018 PP children at LS only	2018 LS whole year group EXS	2018 Nationals EXS (PP)	2018 Nationals EXS (all)
Reading	62% (19% GDS)	79% (43% GDS)	60% (14% GDS)	72% (25% GDS)
SPaG	64% (20% GDS)	81% (52% GDS)	N/A	78%
Writing	62% (24% GDS)	80% (with 35% GDS)	66% (10% GDS)	77% (18% GDS)
Maths	48% (10% GDS)	78% (32% GDS)	63% (13% GDS)	75% (23% GDS)
Combined (across all 3)	48% (10% GDS)	68% (18% GDS)	47% (4% GDS)	61% (9% GDS)

As you can see, in reading, SPaG, writing, and combined both the year 6 cohort as a whole and also when looking specifically at our pupil premium children we have exceeded the national expectation. In maths, the year 6 cohort as a whole exceeded national expectation, but our pupil premium children compare to pupil premium children nationally were slightly lower.

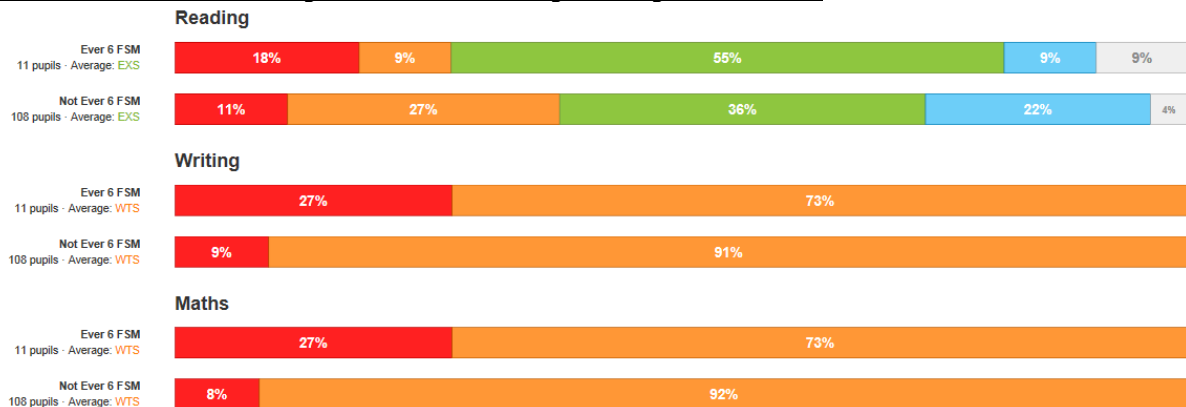
Y3 Summer Term

General:

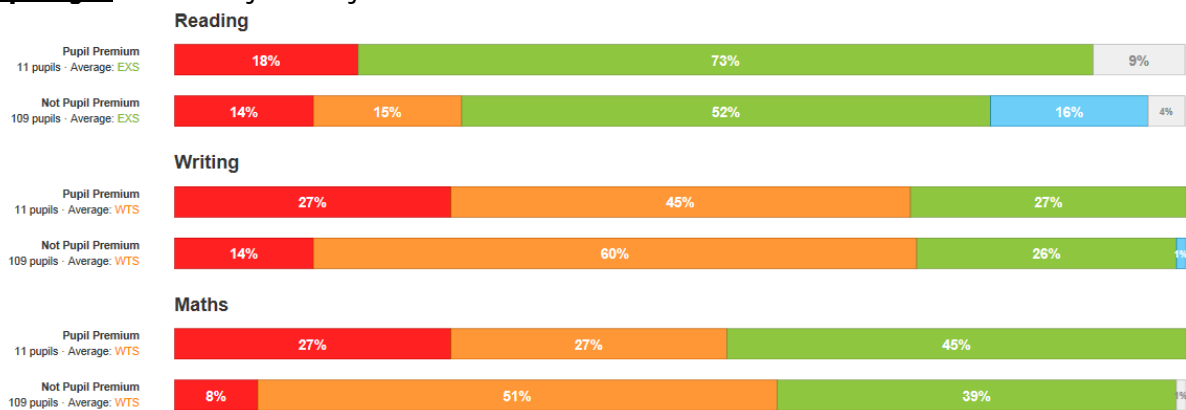
11 children in year 3 on PP register (was 12 but 1 left end of Autumn 2)

1 of these children has an EHCP. 3 of these are also SEN at SEN support level. 1 child is officially registered as EAL.

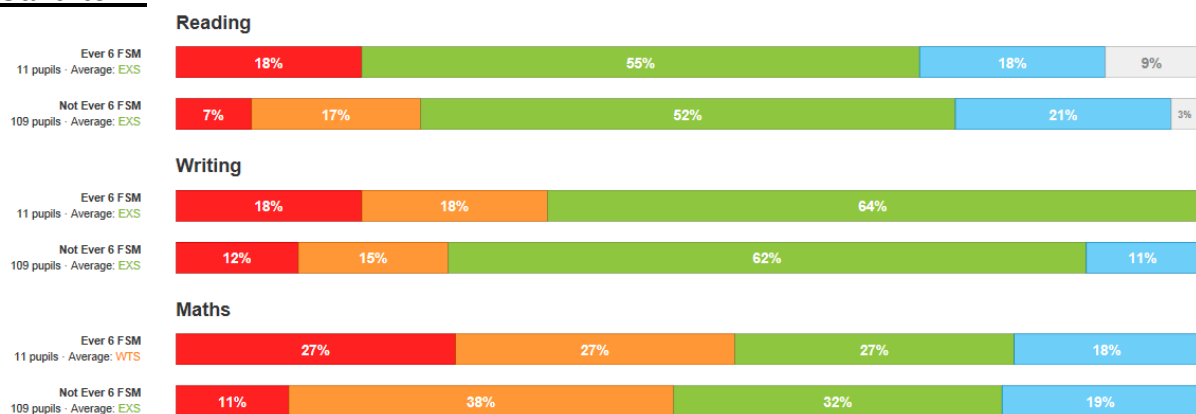
Attainment overview for R, W, M as of end of Autumn 2



Spring 2 (1 child left end of Autumn term)



Summer 2



Across all 3 subjects: 36% of PP children

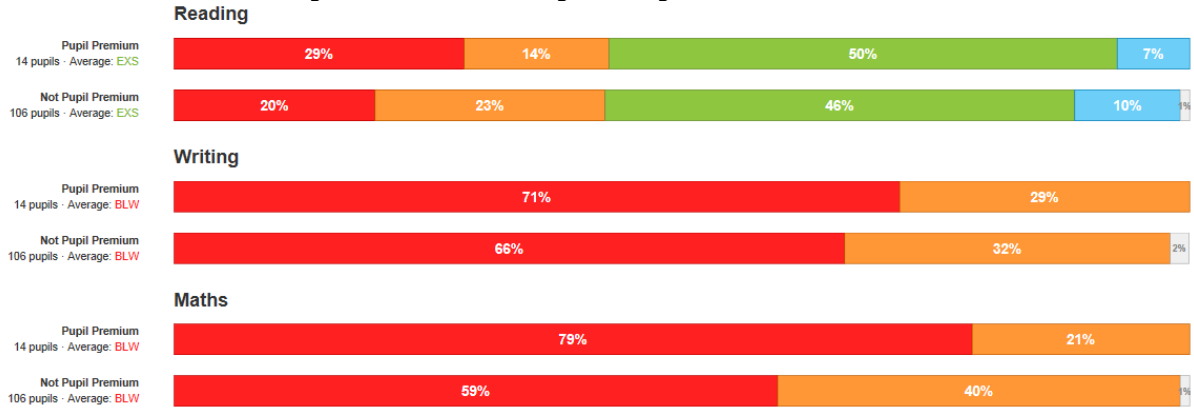
Y4 Summer Term

General:

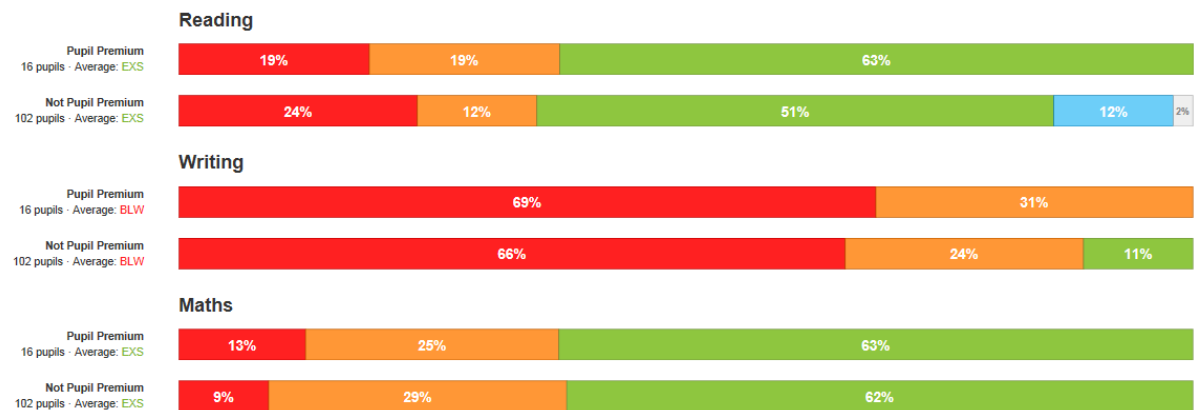
15 children in year 4 on PP register (was 14 but 1 joined during Spring 2)

1 of these children has an educational health care plan and 4 of these are also SEN at SEN support level. 1 child is officially recorded as EAL.

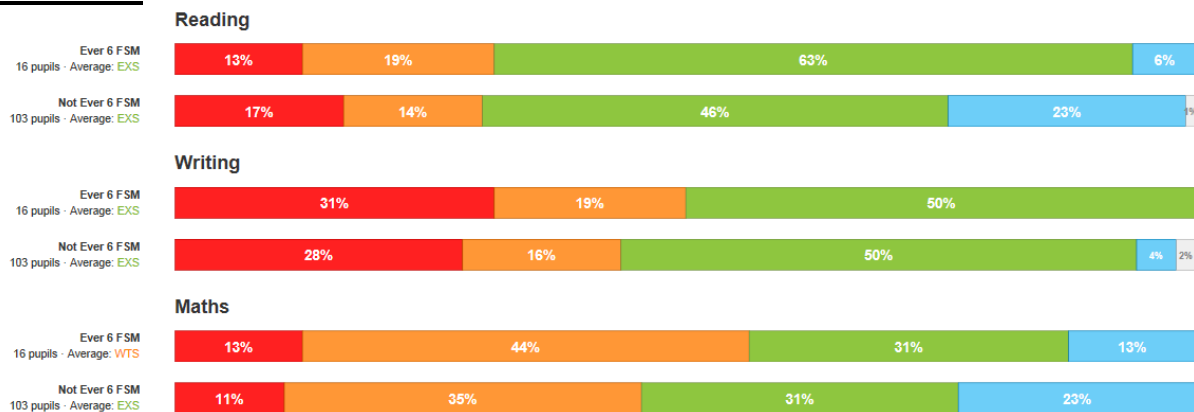
Attainment overview for R, W, M as of end of Autumn 2



Spring 2 (1 pupil joined Spring term)



Summer 2



Across all 3 subjects: 25% of PP children

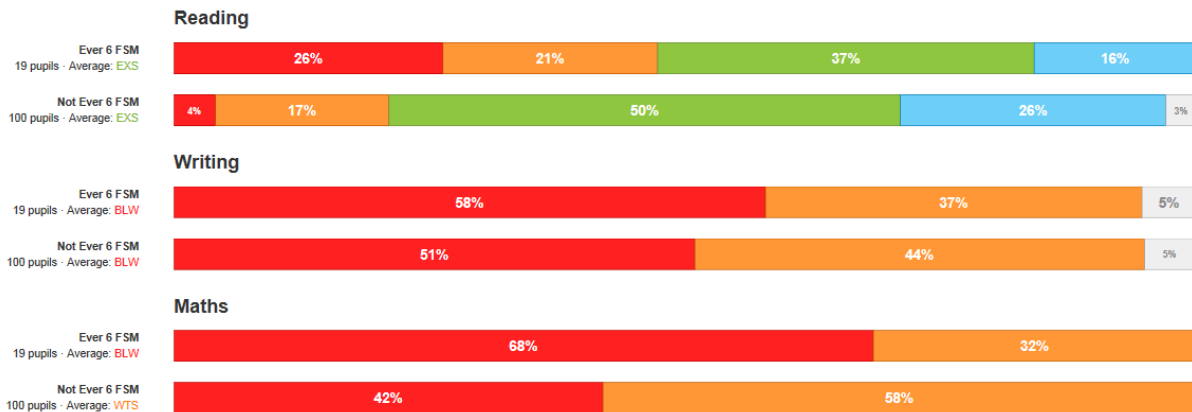
Y5 Summer Term

General:

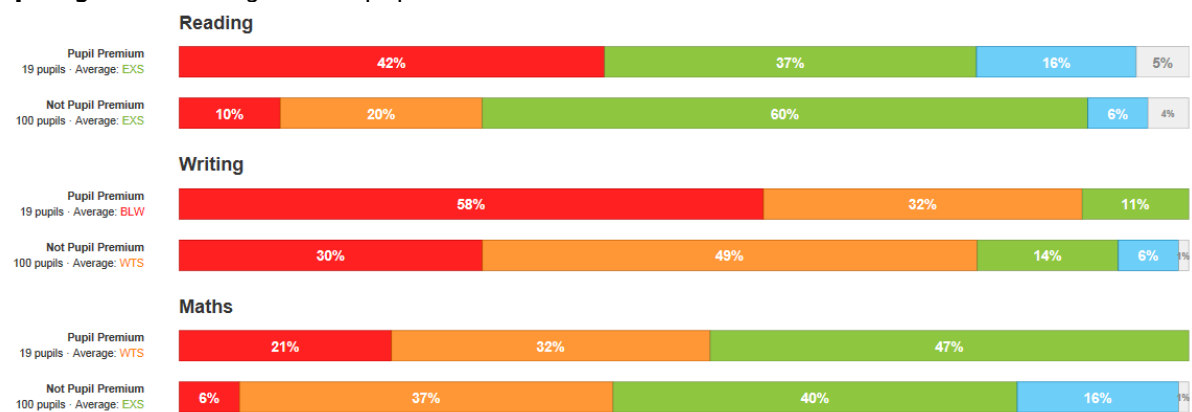
19 children in year 5 on PP register

1 of these children has an EHCP. 4 of these are also at SEN support level. 2 children are officially registered as EAL.

Attainment overview for R, W, M as of end of Autumn 2

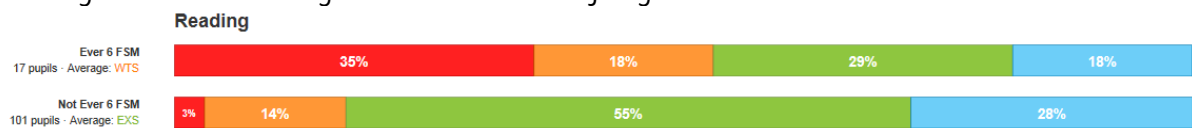


Spring 2 (No change to PP pupil numbers)



Summer 2

Writing and maths data yet to be moderated for year 5



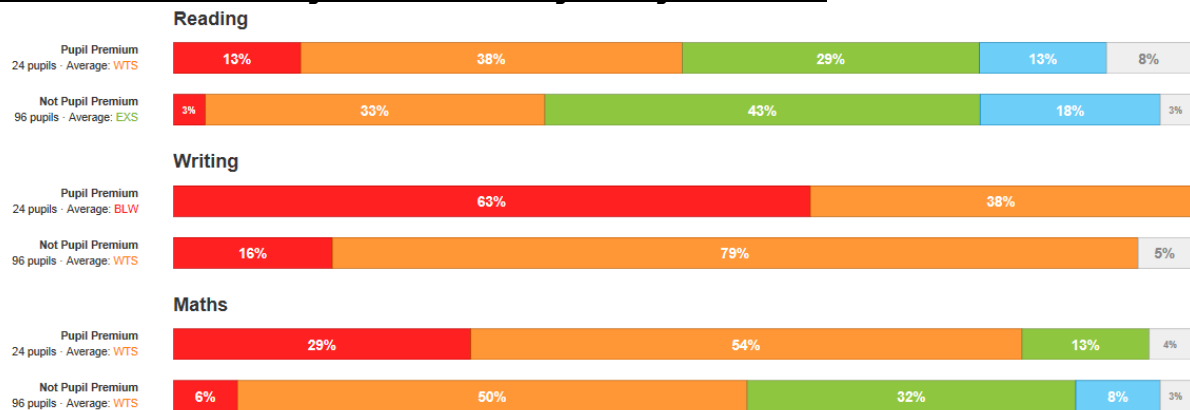
Y6 Summer Term

General:

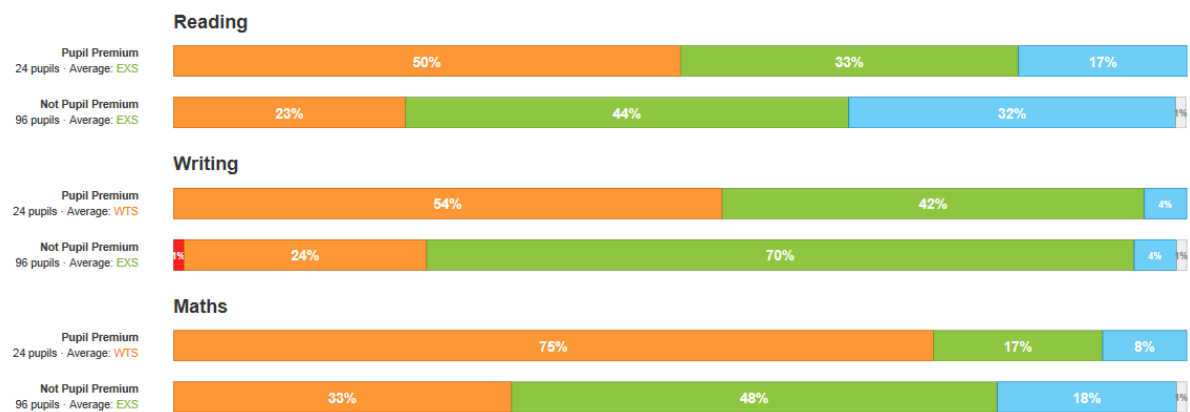
25 children in year 6 on PP register

7 of these are also on the SEN register. 3 children are officially registered as EAL.

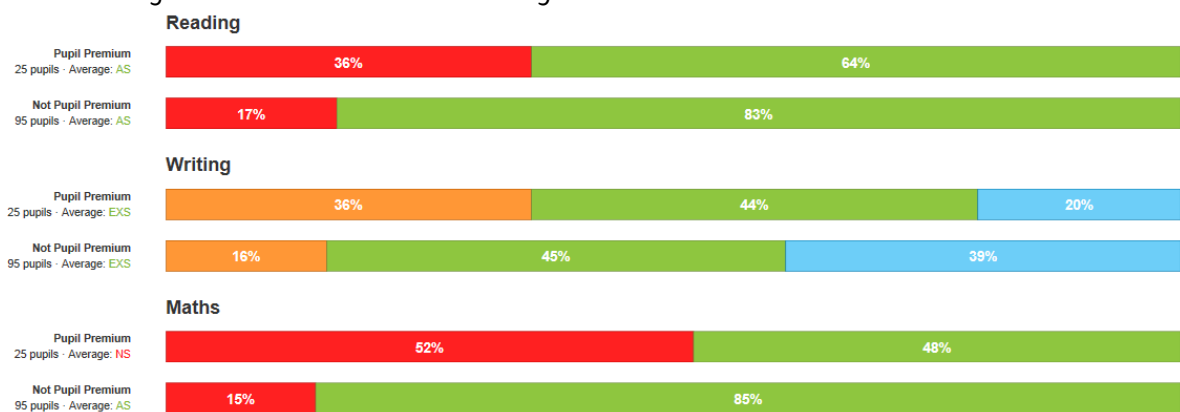
Attainment overview for R, W, M as of end of Autumn 2



Spring 2



Summer SATs results – reading and maths appear different to the teacher assessments above as they are either recorded as having ‘met’ or ‘not met’.



Across all 3 subjects: 40% of PP children

Attendance figures (up to penultimate week of summer term)

	Below 90% concern	Between 90-95%	Above 95%
Year 3	2	4	5
Year 4	2	4	8
Year 5	0	4	13
Year 6	3	4	17

Lates (up to penultimate week of summer term)

	21 or more concern	Between 1-20	None
Year 3	3	6	2
Year 4	0	10	4
Year 5	3	6	8
Year 6	4	13	7

Figures apply to those who are on our PP register at the end of summer 2. It does not account for children who have moved out of the school part way through the academic year but it does account for children who have transferred in to the school.