



# Loughton School

## Pupil premium 3 year strategy 2021-2024

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	Loughton School
Number of pupils in school	480 (2021-22) 460 (2022-23)
Proportion (%) of pupil premium eligible pupils	20.21% (97 children) 17.3% (80 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was first published	November 2021
Date last reviewed	September 2022
Statement authorised by	Rebekah Green
Pupil premium lead	Ellie Frost
Inclusion link governor	Charlene Cruickshank

## Funding overview

### 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 &amp; 1 Service child (£320).</i>	£ 113,890 is in this year's budget
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1000 c/f from 2020-21
<b>Total budget for this academic year</b>	<b>£114,890</b>

### 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 &amp; 1 Service child (£310). BUT we have received £27,391.25 in July covering April, May &amp; 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
<b>Total budget for this academic year</b>	<b>£94,180</b>

## 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 January 2022, this is now 95 children, making up 20% of children in our school. **Most recent figures in Autumn 2022 shows we now have 80 children on our pupil premium register.**

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 – in the year 2020-21 we will focus on reading and maths <b>Based on our SATs data and whole SDP targets, in the year 2022-23 we will focus on writing</b>
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	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.

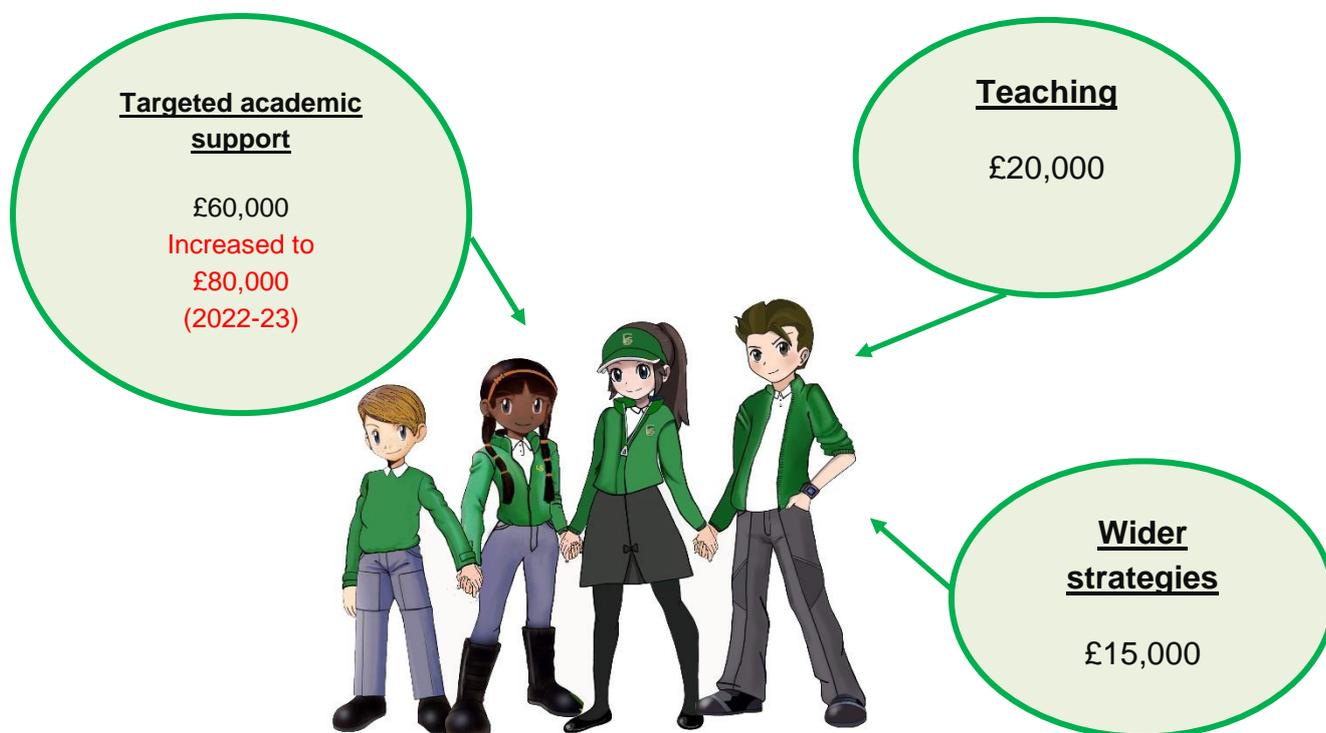
Intended outcome	Success criteria <i>What will success look like?</i>	Review <b>September 2022</b>	
<p>1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> <li>Attendance officer will promptly call families who have an absent child without reason</li> <li>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</li> <li>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)</li> <li>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher</li> </ul>	<p>As of end of spring term 2022 -</p> <ul style="list-style-type: none"> <li>Whole school attendance: 92.03%</li> <li>PP attendance: 90.11%</li> <li>Non PP attendance: 92.5%</li> </ul> <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>2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition (2021-22)</p> <p>Pupil premium children will make good or better progress in writing (2022-23)</p>	<ul style="list-style-type: none"> <li>PP children will develop a love of reading</li> <li>They will engage in the termly reading challenges set</li> <li>They will be regularly heard read by an adult at home (filling in online logs) and an adult in school</li> </ul>	<p>Year 3 PP:</p> <p>65% EXS+ (13 chn) (2 chn no data)</p>	<p>Year 3 non PP:</p> <p>78% EXS+ (78 chn)</p>
		<p>Year 4 PP:</p> <p>48% EXS+ (13 chn) (4 chn no data)</p>	<p>Year 4 non PP:</p> <p>75% EXS+ (70 chn) (6 chn no data)</p>
		<p>Year 5 PP:</p> <p>60% EXS+ (12 chn) (2 chn no data)</p>	<p>Year 5 non PP:</p> <p>85% EXS+ (100 chn)</p>

		There is still a gap between PP and non PP children's reading attainment. This must still be a focus for intervention time this year but our main priority needs to shift to attainment in writing.
3 - A strong professional dialogue will be kept open between all of the vulnerable group champions	<ul style="list-style-type: none"> <li>• Termly meetings will take place with the vulnerable group champions and the link governor</li> <li>• We will continue to use the OFSM system to identify any new additions to the PP register throughout the year and notify class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Termly meetings took place so that all key adults were aware of any updates.</li> </ul>
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Loughton School	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered to tap into our children's passions</li> <li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>• 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</li> <li>• Children are able to learn a new skill or continue playing an instrument they had been learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly 2/3rds (62%) of PP children took part in an extra-curricular club See further analysis on the school website.</li> <li>• 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.</li> </ul>
5 – These children still feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> <li>• Pupil premium children will engage with the wider life at Loughton School by joining the student voice groups</li> <li>• Children's attendance will remain high (linked to 1) because they are happy coming to school</li> <li>• Pupil voice surveys will report that PP children are happy and safe in school</li> </ul>	<ul style="list-style-type: none"> <li>• Our pupil voice surveys indicated that our children are safe and happy in school.</li> <li>• Q1 of the survey was "Do you enjoy coming to school?" 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</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"><li>• Question 6 of the survey was “How does the school keep you safe?” 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.</li></ul>
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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

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
Purchase a new reading (whole school) and phonics (year 3) intervention scheme and train up staff members to use this	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.	2
The teacher in charge of SEND 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 in UKS2 will have an additional session on their timetables to focus on writing tuition with children in their classes. PP children will be prioritised. <i>(£7,500 cost to school) Based on HLTA x8 hours per week 2022-23</i>	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: 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 teacher in charge of SEND 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
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 (£1210 cost to school) Based on AF spring term 2022 x4 afternoons a week	Children's time outdoors has been restricted during the pandemic with less opportunities to play with peers.	4

Peripatetic instrumental lessons. One CLA is having fully funded guitar lessons.	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	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	5

**Total budgeted cost:****£95,000 (2021-22)****(2022-23)**

## Part B: Review of outcomes in the previous academic year (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:

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

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*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Reading intervention programme ( <i>new this year</i> )	Pearson
Times Table Rockstars	TT Rockstars