



**LODDINGTON C of E PRIMARY SCHOOL**



## **Pupil Premium Strategy Statement 2020-21**

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

*'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'*

*'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'*

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

### **A 3 Tiered approach**

At Loddingon C of E School we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

## Pupil Premium Strategy Statement 2020-21



### 1. Summary information

<b>School</b>	Loddington Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£11,647	<b>Date of most recent PP Review</b>	
<b>Total number of pupils on roll</b>	92	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	Spring 2021

### 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	N/A	N/A
<b>% achieving in Reading</b>	N/A	N/A
<b>% achieving in Writing</b>	N/A	N/A
<b>% achieving in Maths</b>	N/A	N/A
<b>Progress measure in Reading</b>	N/A	N/A
<b>Progress measure in Writing</b>	N/A	N/A
<b>Progress measure in Maths</b>	N/A	N/A

### 3. Barriers to future attainment (for pupils eligible for PP)

<b>A.</b>	Tier 1: Gaps in knowledge and understanding in English and Maths.
<b>B.</b>	Tier 1: Procedural and Declarative knowledge statements understood by all teachers to ensure effective scaffolding within lessons.
<b>C.</b>	Tier 2: Attainment Gap between disadvantaged and non-disadvantaged.
<b>D.</b>	Tier 2: Clear picture of data and dispositions of all PP children. Pupil progress meetings to have a specific focus upon PP children.
<b>E.</b>	Tier 3: Remote learning access for pupil premium children during potential lockdowns.
<b>F.</b>	Tier 3: All pupil premium children to be given opportunities to develop their social and emotional resilience through participation in clubs, school trips and residential.

## Planned Actions and Expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Tier 1: Teaching:** To increase the effectiveness of teaching through the provision of quality CPD.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p>CPD for Teachers to raise standards of QFT Barrier A External Teaching &amp; Learning Consultants to deliver CPD to develop Modelling and Questioning skills in Maths and English. Teachers to ensure disadvantaged children are targeted.</p>	<p>Rosenshine's principles of education to be consistently applied across all aspects of teaching will improve outcomes.</p>	<p>HT Learning Walks on monitoring cycle. HT/AIO Lesson Observations on monitoring cycle.</p>	<p>Consistent good standard of QFT seen in all classes. Teachers understand the clear expectations in Lesson Sequences. Pupil attainment improved.</p>	<p>£3000</p>
<p>CPD for Teachers to facilitate them differentiating accurately across the curriculum Barrier B Trust-wide CPD in Science, History and Geography, delivered by External Teaching &amp; Learning Consultants, to support Subject Leaders, experienced teachers in KS1 and KS2, along with NQTs.</p>	<p>Declarative and procedural knowledge will allow children to scaffold their knowledge and procedures. Concrete foundations will be laid.</p>	<p>HT Learning Walks on monitoring cycle including foundation subjects.  HT/AIO Lesson Observations on monitoring cycle.</p>	<p>CPD raises standards in teaching and learning for all pupils, including those on the Pupil Premium register.</p>	<p>£1800</p>
			<b>Total budgeted cost</b>	

**Tier 2: Targeted support:** To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Interventions to address any attainment gaps between disadvantaged and non-disadvantaged pupils. Barrier C Based on standardised assessments (PIRA, GAPS and PUMA), analysis to identify interventions on provision map.	Standardised trust wide tests will allow the school to rapidly identify the areas in which all pupils will need additional focus and support.	HT/AIO Lesson Observations on monitoring cycle. Pupil Progress Meetings - 3 times per year. HT and SENCo Learning Walks for interventions on monitoring cycle	Pupil Premium pupils make expected or better progress, closing the attainment gaps.	£0
Clear picture of data and dispositions of all PP children Barrier D New tracking system to identify clarity with flight path of PP children and indicate multiple vulnerabilities if dispositions are poor.	Whole school tracking system will be populated with trust wide assessments and provide a clear trajectory for all teachers to understand and act upon.	HT and AIO to look at developments of new tracking systems.	Tracking systems clearly indicating flight paths of PP children and other vulnerabilities assessed.	£0
			<b>Total budgeted cost</b>	

**Tier 3: Wider Strategies: To address non-academic barriers of**

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
To enable all pupils to access remote learning whilst they are at home. Barrier E School will collect the Parent data, early in the Autumn term, to determine which pupils can/cannot access remote learning from home via an internet-enabled device.	This will provide continuity of learning across the school and especially to PP children to ensure learning occurs remotely.	HT and BM to monitor provision and spend	All pupils have ability to engage with remote learning whilst isolating.	£5000
All pupil premium children to be given opportunities to develop their social and emotional resilience. Barrier F Through participation in clubs, school trips and residential.	Developing the whole child and increasing emotional resilience will enable all children, especially the PP children, to become better learners.	HT and BM to monitor provision and spend	All PP children to be given the opportunity to attend all residential and trips through funding.	£1647

	<b>Total budgeted cost</b>	£11,647
	<b>Overall Cost</b>	

<b>Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019/2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Good progress is made by all children across reading writing and maths, including all children eligible for PP funding.	Academy improvement plan to identify priorities of developments within Quality First Teaching processes.	Up to March 2020, PP children were making good progress and Gaps were closing within English and Maths.	Maintain GAPS analysis through following years.	£0
Reduction of class sizes.	Employ additional CT to reduce class sizes and ensure Maths is taught within NC year groups and not mixed classes.	Maths attainment up to March, using internal assessments was allowing for smaller cohorts and for PP children to make better progress within each lesson.	Budget constrictions no longer supports additional teacher.	£8,507.77
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Interventions for PP children to ensure gaps are closed and ARE are maintained.	Teaching assistants employed to fulfil interventions plans for all children and with particular focus on PP children.	Provision maps allowed PP children to be supported in lessons and withdrawn for specific intervention. PP children maintained good progress up to March 2020.	To be maintained	£13,121.63

Support parents to support their children.	Provided assistance with wrap around cover to allow parents to access meetings at school.	Meetings were used to ensure parents could attend important review meetings.	To be maintained	£0
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
PP children are able to access residential trips.	PP Pupils will be supported to attend school residential trips.	Up to March, all PP children attended residential and trips.	To be maintained	£1277.75
PP children are able to access educational trips.	PP Pupils will be supported to attend school educational trips.	Up to March, all PP children attended residential and trips.	To be maintained	
PP children are participating in snack and school milk initiative.	PP Pupils will be supported to participate in school snack and milk initiative.	Up to March, all PP children were provided with additional school snacks and milk.	To be maintained	
PP children are supported in peripatetic music tuition.	PP Pupils will be supported to participate in school NMPAT music initiatives.	All PP children were given the opportunity to take part in music tuition.	To be maintained	

**Additional detail**