



# Pupil premium strategy statement 2021-22 including Recovery Premium Funding

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 Manor First School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	29/11/21
Date on which it will be reviewed	29/11/22
Statement authorised by	Daniela Thompson Headteacher
Pupil premium lead	Daniela Thompson Headteacher
Governor / Trustee lead	Paul Hussey Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,194.15
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,094.15

# Part A: Pupil premium strategy plan

## Statement of intent

As a school we are committed to high standards of teaching and learning for all children, and we couple this with effective assessment and progress tracking of every child, so that we can best meet the needs of each individual.

As part of this progress tracking we ensure that the learning outcomes for 'Pupil Premium' children are closely monitored at an individual child level, so that we can put in place appropriate support to enable them to achieve well. As a result, much of the support provided through the Pupil Premium Grant will be aimed at accelerating progress and helping pupils to achieve at least age related expectations in Literacy and Numeracy and extending achievement across the whole curriculum. In some cases the funding will be used to support more able pupils, who are socially disadvantaged, to enable them to achieve their full potential. There will also be an emphasis on the pupils' wellbeing and activities to support and develop this may also be planned for.

The range of support includes:

- specific interventions where needed to support or accelerate their learning in the core subjects of English and Maths.
- additional reading support where required
- remittance of fees for instrumental tuition (in Year Two)
- that they are not asked to make financial contributions towards our rich programme of educational visits and visitors
- that Pupil Premium children entitled to Free School Meals are offered school uniform free of charge.
- additional resources and activities deemed necessary or appropriate year on year to support eligible pupils
- wellbeing activities and resources will be provided
- access to all Friends of Loughton Manor activities

With the additional Recovery premium funding we have identified areas to develop for each individual pupil and have created a personalised learning programme for them.

## Challenges

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

Challenge number	Detail of challenge
1	Below age appropriate levels when baselined on entry
2	Poor communication and language skills

3	High numbers of EAL pupils
4	Poor attendance in some cases
5	Parental Engagement
6	Poor well-being/self-esteem
7	Low Aspirations
8	Poor diet in some cases

## 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
For all children to benefit from Quality First Teaching.	Pupil progress data shows that the children meet their aspirational termly targets.
Reading intervention with TA/Priority Readers shows increased progress.	Pupil progress data shows that the children meet their aspirational termly targets.
The Talking Partners Intervention encourages increased confidence in speaking and listening skills feeding through to other curriculum areas.	<p>Discussions in Progress Tracking meetings evidences increased confidence in the children.</p> <p>By providing opportunities to practice and rehearse target language through a range of focused activities, pupils develop their independent skills to become good communicators. <b>talkingpartners@primary</b> is a structured oral language programme providing part of an integrated approach to raise levels of achievement by improving children's speaking and listening skills. <b>talkingpartners@primary</b> also helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.</p> <p><a href="https://www.educationworks.org.uk/what-we-do/speaking-and-listening/talkingpartnersprimary">https://www.educationworks.org.uk/what-we-do/speaking-and-listening/talkingpartnersprimary</a></p>
FS1 Play group encourages strengthened friendships.	Staff observations show improved turn-taking during group play activities.
Forest School Nurture group supports	Discussions in Progress Tracking meetings evidences increased confidence in the children.

<p>improved well-being which will benefit progress in all areas of curriculum.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>
<p>Small group support during English, and Phonics Lessons enables increased understanding of the task and increased progress.</p>	<p>Pupil progress data shows that the children meet their aspirational termly targets. In Year One pupils meet the expected standard in the Phonics Check.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
<p>5 Minute Maths Box Intervention supports children in achieving their maths targets.</p>	<p>Pupil progress data shows that the children meet their aspirational termly targets.</p> <p>The main benefits of the Number Box are: Good self- esteem is maintained as children are supported from very early stages – before they have time to fail. Children have an opportunity each session to share knowledge and progress. Children manage the resources, encouraging them to become independent.</p> <p><a href="https://www.fiveminutebox.co.uk/the-five-minute-number-box/#:~:text=The%20main%20benefits%20of%20the,encouraging%20them%20to%20become%20independent.">https://www.fiveminutebox.co.uk/the-five-minute-number-box/#:~:text=The%20main%20benefits%20of%20the,encouraging%20them%20to%20become%20independent.</a></p>
<p>Provide uniform/P.E kit/ Book bags/water bottles to enable the children to feel equal to others and therefore improve their well-being and capacity to learn.</p>	<p>Anecdotal evidence shows positivity in the children.</p>
<p>Funded music lessons with peripatetic teacher provides all children with the opportunity to learn a music instrument, which evidence shows has a positive effect on well-being.</p>	<p>Feedback from the children shows the positive impact the sessions have had on their well-being and their learning.</p>

<p>Provision of daily milk for all pupils enables an improved and healthy balanced diet for the children.</p>	<p>Children have a healthy diet and enjoy having their milk, which is evidenced in them independently accessing it.</p>
<p>Ride High horse riding sessions provide an opportunity that would not otherwise be available to the children, and improves their well-being and self-esteem.</p>	<p>Feedback from the children shows the positive impact the sessions have had on their well-being and their learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>
<p>Personalised targeted support is given by a teacher in small groups or 1:1 teaching sessions, using the Recovery Premium Funding.</p>	<p>Pupil progress data shows that the children meet their aspirational termly targets.</p> <p>Tutoring can also help pupils to build resilience. <a href="#">Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research</a> shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p>
<p>Children benefit from Kaleidoscope sessions which improve their well-being and increase their confidence.</p>	<p>Pupil feedback and observations demonstrate the positive impact of Kaleidoscope sessions.</p> <p>Kaleidoscope has been highlighted as an example of good practice in the 2016 "what Really Matters in Children and Young People's Mental Health Report" by the Royal College of Psychiatrists, Young Minds and the Children's and Young People's Mental Health Coalition.</p> <p><a href="https://kaleidoscopetherapy.co.uk/kaleidoscope-therapy-accreditations-endorsements/">https://kaleidoscopetherapy.co.uk/kaleidoscope-therapy-accreditations-endorsements/</a></p>

## 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: £2386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of instrumental tuition. £704	Much research shows the impact of music on development and well-being.	6, 7
Kaleidoscope Training for 10 members of staff £1682 (one off expenditure this year)	Many strategies are used in this programme to support wellbeing.	4, 6

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

Budgeted cost: £15,641.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £2432	Personalised 1:1 or small group work will be created specifically targeting the needs of each child to enable them to reach their targets.	1, 2, 3, 5
Talking Partners £2401.62	Intervention proven to increase confidence and language development.	2, 3
Priority Reading £4803.24	Regular 1:1 reading practise is essential for improving reading and is particularly important for those with parents who have EAL or for children where there may be lack of parental engagement.	1, 2, 3, 5
Small group daily phonics sessions £6004.25	Targeted small group work enables the children to move at a different pace and to focus on their next steps more easily, which therefore prevents gaps in understanding.	1, 2, 3, 5

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

Budgeted cost: £11,913.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ride High £4844	Strategies used to promote wellbeing and confidence as well as developing relationships between peers.	2, 6, 7
Funding of Extra-Curricular Activities £300	Important in terms of equality of access.	5, 6
Uniform £920 allocated but not all access this	Important in terms of equality and inclusivity.	4, 5, 6
Provision of daily milk £160	Importance of maintaining a healthy diet to support ability to access learning.	8
Forest School Nurture Groups £2401.62	Many strategies are used in this programme to support wellbeing as well as to increase confidence and language development.	2, 4, 6
Kaleidoscope Sessions £3002.02	Many strategies are used in this programme to support wellbeing.	2, 4, 6
Numicon Resources £285.80	Targeted small group work enables the children to move at a different pace and to focus on their next steps more easily, which therefore prevents gaps in understanding.	1, 2

**Total budgeted cost: £29,940.55**

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

### Pupil premium strategy outcomes

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

The Pandemic obviously had a huge impact upon all children, and in particular the more vulnerable children. When we went into Lockdown in January 2021, we identified those who needed iPads and organised the loaning of a device to them. Although all pupils had access to remote learning education which was what they would have been covering had they been in school, the ways in which this was supported at home varied greatly from family to family, depending on the working pressures of the parents and also the demands for supporting other siblings with remote learning. In the cases of children not engaging with the remote learning, the Headteacher and class teacher carried out a home visit – several of these were to children who are within this group. In some cases the visit helped and in others, sadly the level of engagement did not improve. This was followed up with phone calls and emails throughout that period.

On the return to school at Easter, internal assessments were carried out to identify those children most in need of interventions. We focussed our Covid Catch-up Funding on Year Two pupils to enable them to be 'ready' to move to their junior schools as more confident learners. The main areas we focussed on were maths and extended writing. Some of the year two pupil premium children were in this group and those who were, met their maths end of year target. The others continued to receive small group intervention work and of those, all exceeded their end of year target, albeit at a fairly low level as they had low starting points. In writing all of these children met or exceeded their end of term targets and all but one met or exceeded end of year reading targets.

Most Year One pupil premium children met or exceeded their end of term targets. In cases whereby children did not meet targets they were still working at a level much lower than that which would be expected for their age. We found that the very youngest pupils had been affected even more so.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Attendance in the summer term for pupil premium children was 86.9% which was considerably lower compared to other children (94.5%). We have improving

attendance on our School Improvement Plan for 2021-22 and we are specifically focussing upon groups when analysing attendance data.

Our assessments and observations demonstrated that although the pandemic had been challenging in many different ways, on the return to school children's wellbeing was good. They were happy to return, happy to see their friends and happy to get back to the routine of school.

## 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>
N/A	