



Pupil premium strategy statement 2023-24 including Recovery Premium Funding

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	218
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	24/11/23
Date on which it will be reviewed	24/11/24
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	£33,600
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,645

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.
Nursery Play group encourages strengthened friendships.	Staff observations show improved turn-taking during group play activities.
Forest School Nurture group supports improved well-being which will benefit progress in all areas of curriculum.	Discussions in Progress Tracking meetings evidences increased confidence in the children. 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)
Small group support during English, and Phonics Lessons enables increased understanding of the task and increased progress.	Pupil progress data shows that the children meet their aspirational termly targets. In Year One pupils meet the expected standard in the Phonics Check. 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: Phonics Toolkit Strand Education Endowment Foundation EEF

<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>https://www.fiveminutebox.co.uk/the-five-minute-number-box/#:~:text=The%20main%20benefits%20of%20the,encouraging%20them%20to%20become%20independent.</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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</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.</p> <p>Research by the Education Endowment</p>

	<p>Foundation (EEF) and National Foundation for Educational Research 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>https://kaleidoscopetherapy.co.uk/kaleidoscope-therapy-accreditations-endorsements/</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: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of instrumental tuition. £1,300	Much research shows the impact of music on development and well-being.	6, 7

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

Budgeted cost: £25,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £3045	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
Priority Reading/ Reading Dog support £6,000	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 sessions £15,827	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
Learning Resources £500	Resources required for targeted interventions	1, 2, 3

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

Budgeted cost: £9,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ride High £5,200	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 £100 allocated but not all access this	Important in terms of equality and inclusivity.	4, 5, 6
Provision of daily milk £873	Importance of maintaining a healthy diet to support ability to access learning.	8
Forest School Nurture Groups £2000	Many strategies are used in this programme to support wellbeing as well as to increase confidence and language development.	2, 4, 6
Kaleidoscope Sessions £1300	Many strategies are used in this programme to support wellbeing.	2, 4, 6
Monster Phonics App £0 in third year	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
Trips/Hardship Fund £200	To enable all pupils to attend trips and workshops	6, 7, 8

Total budgeted cost: £36,645

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 2022 to 2023 academic year.

We continue to feel the impact of the Pandemic which had a huge impact upon all children, and in particular the more vulnerable children. At the start of 2022-23 we were still aware of academic gaps, which differed according to year group. For the younger children the needs were in speech and language and with the older children the gaps were largely focussed in mathematical understanding and greater depth writing.

We focussed most of our catch-up premium funding on the Year Two pupil premium pupils, to support them in becoming 'Year 3 ready' before leaving us in July. We identified need for individuals and also grouped pupils who needed to meet similar targets, to maximise the impact of the funding.

In addition to academic support, we knew there was a continued need to focus on mental health and wellbeing and as a result, we have continued to allocate much of our budget to Kaleidoscope Therapy, Ride High sessions at The Equestrian Centre and Forest Schools nurture groups. All three of these initiatives have demonstrated a positive impact upon pupils' wellbeing, mainly on confidence and speech and language development, which have had a positive impact upon the children's other learning.

KS1 SATs Results July 2023

		School	National
Reading	Pupil Premium	40%	54%
	Not Pupil Premium	75%	73%
Writing	Pupil Premium	20%	44%
	Not Pupil Premium	71.6%	65%
Maths	Pupil Premium	40%	56%
	Not Pupil Premium	70%	75%

Our data shows that despite the many interventions in place, our Pupil Premium children performed well below non pupil premium children in our school as well as nationally. However, there were only 5 pupil premium children in this cohort therefore each is equal to 20%. Out of these, 3 were also EAL and one had an EHCP. We have implemented a new writing scheme across the school and in addition we have kept maths as a major focus on our School Development Plan.

Attendance in the summer term for pupil premium children was 90.88% which was slightly lower compared to other children (93.61%). We continue to have improving attendance on our School Development Plan for 2023-24 and we are specifically focusing upon groups when analysing attendance data.

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

Programme	Provider
N/A	